



JOHN MASSEY
SCHOOL OF BUSINESS



Southeastern
Oklahoma State University



FIFTH-YEAR MAINTENANCE OF ACCREDITATION
REPORT FOR
AACSB INTERNATIONAL

Southeastern Oklahoma
State University

John Massey School of Business

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EXECUTIVE SUMMARY

A. Summary of Major Points

The John Massey School of Business (JMSB) at Southeastern Oklahoma State University (SE) received AACSB initial accreditation in 2008. Since that time, many changes in the leadership of the institution and of the JMSB have occurred. At the University level, Southeastern reorganized the administrative structure to replace deans of the three schools with a single Dean of Instruction that reports to the Vice President for Academic Affairs. In addition, new department chairs have been named for the accounting and finance department and the marketing and management department. In the past five years, the JMSB faculty has distinguished itself not only in the classroom, but also in professional development through the publication of academic books and numerous journal articles. In addition, JMSB faculty members have contributed many hours of service to the University, the Texoma community, and the academic profession.

B. Background Information

The JMSB faculty and administrators strive for continuous improvement in accordance to the AACSB standards. In 2008, the JMSB provided limited educational offerings using more traditional delivery methods. In the last five years, the JMSB ramped up use of internet offerings to provide instruction through standard face-to-face classes, Interactive Educational Television (IETV), online, and hybrid course offerings. Today, MBA students can earn their degree entirely online in an 8-week semester format. Enrollments in both the undergraduate and MBA programs in the JMSB continue to increase. New faculty members and newly appointed Massey Chairs, in addition to new program offerings and concentrations, as well as new delivery formats will be instrumental in achieving future enrollment increases.

C. Effective Practices

Over the last five years the JMSB has instituted a number of effective business practices including:

- Change from an administration-centered decision making process to a decision-making process based upon faculty involvement and participation.
- Requiring the MFAT exam of all undergraduates with a required passing score.
- Assurance of Learning with revised learning goals for both the undergraduate and graduate programs.
- Enhanced relationships with the University community. With Dr. Lucretia Scoufos' appointment as Dean of Instruction at the University, the JMSB has begun to work more closely with other departments and individuals across campus, as well as constituents throughout the Texoma region.
- A new JMSB newsletter, *The Executive Summary*, which had not been published for several years, is now published three times per year. This is another example of working with other departments across campus as the Communications Department is responsible for the layout, design, and final production.
- Active participation in Alumni, Homecoming, and campus recruiting events.
- Undergraduate and graduate students working on projects for the Oklahoma Small Business Development Center and assisting nonprofits in the community.
- Effective use of social media, including email, Facebook, and LinkedIn to connect with students and alumni.

Today, with an energetic new dean, newly appointed department chairs, new faculty members in key areas, together with the development of new certificates and programs, the JMSB is well-positioned to continue to increase enrollments and develop an excellent reputation among the regional universities.

I. SITUATIONAL ANALYSIS

A. Factors Shaping Our Mission and Operations

Engagement

SE was founded in 1909 as Southeastern State Normal School. SE's original purpose was the education of teachers for the public schools of Oklahoma but by 1968 had expanded its curriculum to include new programs in areas such as business, technology, aviation, and conservation. Southeastern received its present name, Southeastern Oklahoma State University, in 1974 and has continued to evolve. Presently, SE houses four academic schools: Arts and Sciences, Education and Behavioral Sciences, JMSB, and the School of Graduate and University Studies.

B. Relative Advantages and Disadvantages

Advantages

SE is one of eleven public regional universities in the state of Oklahoma, but the only regional to be accredited by AACSB International. In Oklahoma, the only other institutions of higher learning that have colleges/schools of business accredited by AACSB International are the two flagship state universities (Oklahoma State University and University of Oklahoma) and a private university (University of Tulsa).

Moreover, SE faces little competition from AACSB accredited business schools in north Texas. While the Dallas - Fort Worth metroplex has multiple AACSB accredited business schools (Southern Methodist University, University of North Texas, University of Texas at Arlington, University of Texas at Dallas, Texas Christian University and Texas A&M – Commerce), those schools are beyond a reasonable commuting distance for residents of southeast Oklahoma and that of our target market of students in north central Texas.

Chairs and Professorships: The JMSB enjoys nine Endowed Chairs and two Endowed Professorships. Mr. John Massey has endowed eight John Massey Chairs which are in the areas of Management Information Systems, Management, Strategic Management, Business, Business Administration, Marketing, Finance, and Accounting. In addition, the JMSB has an Endowed Professorship of Business funded by John Massey in honor of his daughter-in-law, Kay Massey. The JMSB also has the Chickasaw Nation Professorship in Management and the Chickasaw Chair in Management.

Having nine Endowed Chairs and two Endowed Professorships in a school as small as the JMSB is a major strength. Currently, five of the nine Endowed Chair positions are filled (one recently) and the process to fill the remaining positions is underway. The holders of these distinguished positions are top-notch academics with very impressive credentials.

Affordable Tuition: The tuition rate at SE is 59.3% of the average tuition at our selected peer institutions. In addition, the net cost is even lower because the JMSB has numerous scholarships available for business students. In addition, Regents Fee Waivers are typically awarded to about 20-25 JMSB students for \$500 per student recipient.

President's Higher Education Community Service Honor Roll: SE was selected to the 2012 President's Higher Education Community Service Honor Roll for its extensive involvement in community service. During the 2010-2011 academic year, more than 760 individuals from SE (students-faculty-staff) completed, collectively, approximately 30,000 hours of community service activity and approximately 28,495 individuals were served through SE's involvement.

Commitment to AACSB Accreditation: We have a cohesive and collegial faculty which is actively involved in committees and leadership positions across campus. The faculty is committed to AACSB objectives, and our campus administration is supportive of AACSB principles and standards.

Change in Degree Offerings: The JMSB has revised its MBA program as a completely online program that can be completed in less than two years. Courses are offered in an eight-week online format. In addition, in July 2012, the Oklahoma State Regents for Higher Education approved our request to offer two new MBA concentrations (Health Information Systems and Entrepreneurship).

Native American Commitment: The JMSB is actively involved with the Choctaw and Chickasaw nations to assist in recruiting Native American students. SE ranks seventh in the nation in awarding undergraduate degrees to Native American graduates (<http://www.okhighered.org/newsletter/stories/2010/08-SE-Native-American-Grads.shtml>). In addition, in 2012, Southeastern was recognized by *Diverse Issues in Higher Education* for being among the top schools in the nation for producing Native American graduates.

Military Friendly: For the past four years, Southeastern has been named a Military Friendly School by *G.I. Jobs* magazine. This honor is awarded to only the top 15% of colleges and universities among the 1,739 colleges, universities, and trade schools across the country.

Potential Source of New Students: Articulation agreements with community colleges in Texas and Oklahoma, paired with in-state scholarships for Texas students who attend SE, have the potential to provide new graduates for our business program.

Comparable Peer and Aspirant Institutions: Using the AACSB Data Direct database, peer schools were selected based upon comparable numbers of full-time undergraduate students, full-time faculty members, comparable undergraduate/graduate AACSB accredited business programs and the cost of tuition. Aspiration schools were selected using the same criteria, except with slightly larger enrollments and numbers of full-time faculty members. Both peer and aspiration schools have MBA programs and are located in suburban or rural areas. However, it should be noted that tuition at Southeastern is significantly lower than that of peer and aspiration schools. The School's list of Comparable Peer and Aspirant Institutions is shown in Appendix B of the JMSB 5th Year report appendices available on the JMSB website at <http://homepages.se.edu/bus/aacsb-maintenance/>.

Disadvantages

Economic Disadvantaged Area: The majority of the student population comes to us from poor rural communities, and many of our students are single mothers who are struggling to improve their economic status by pursuing a college degree. The estimated per capita income in Durant in 2009 was \$17,134 (<http://www.city-data.com/city/Durant-Oklahoma.html>). The largest employer in Durant is the Choctaw Nation of Oklahoma, including the Choctaw Nation Headquarters and the Choctaw Casino Resort, the Choctaw Inn, and other facilities. Many of the casino and resort jobs are service jobs paying minimum wage.

Rural Setting: SE is located in Durant, which is a small town of 15,887 people in south-central Oklahoma. Durant is about 90 miles north of Dallas, 15 miles from the Oklahoma-Texas border, and 160 miles south-southeast of Oklahoma City. Although SE is close to larger metro areas of north Texas, our students primarily come to us from rural Oklahoma and Texas. Durant is only ten miles from Lake Texoma, one of the largest man-made lakes in the United States and a tourist mecca for fishermen from across the U.S.

Limited Course Offerings: For the past four years, course offerings have been limited in the JMSB by some faculty turnover and curriculum review. Consequently, some students have found it difficult to find a speedy path to graduation. We believe this may be a factor contributing to the small number of SE students who select a major in business. Nationally, 21.7% (<http://nces.ed.gov/fastfacts>) of students select business as a major whereas at Southeastern only 11.26% (479 of the 4,120 students) of students select business as a major. This fall with new faculty hires in finance and accounting and with new faculty searches underway in marketing and finance, these shortages will be alleviated.

C. Challenges for the Future

Enrollment Growth

The Oklahoma State Regents for Higher Education has identified the locations of twelve public universities and community colleges competing for students in the southeast Oklahoma area. Basing enrollment growth on the student population remaining in southeastern Oklahoma after high school graduation is problematic. Thus, a challenge for SE's future is to determine how to increase enrollment growth from outside the southeastern Oklahoma area. In order to take that step, we need unique educational experiences and centers of excellence that will attract students from the north Texas area and overseas.

The Budget

JMSB's operating budget to maintain AACSB accreditation will not be impacted even if state appropriations should decrease. Maintaining specialized accreditation throughout our disciplines has been and will always be a priority of the University in developing its budget.

Faculty Retention, Recruitment, and Sufficiency

While we are proud of our excellent faculty, SE and the JMSB expect to face serious faculty sufficiency challenges during the next several years. All of the Endowed Chair holders are over the age of 61 and have served at SE for more than five years. Under the rules of the Oklahoma Teacher's retirement system, faculty can retire under a defined benefit pension system after five years of service if they are age 55 or above with reduced benefits. At age 62, the faculty member can draw unreduced retirement benefits. All of the Endowed Chairs, and many other faculty members, are currently eligible for retirement.

Like many colleges and universities across the country, the cost of faculty in business disciplines is rising significantly and salaries at SE are lagging behind the market for AACSB accredited faculty. For example, three Endowed Chairs were hired in 2006 at twelve month salaries that were close to the AACSB average for full professors (on nine month contracts) in their respective disciplines. Since then, salaries have eroded to the point that those Endowed Chairs now earn slightly less than the mean in their respective disciplines for assistant professors on nine month contracts. We will likely face retention problems for these productive researchers with in-field doctorates who are our most experienced faculty. While Endowed Chairs were used for this salary compression example, other JMSB business faculty, especially those with in-field doctorates face a similar problem.

D. Opportunities

Change in Administration: SE and the JMSB have recently had a significant change in administrative structure. The most notable change is that the Deans of the respective schools have been replaced with a single Dean of Instruction, Dr. Lucretia Scoufos who reports to the V.P. of Academic Affairs. Her

leadership has set the JMSB on a new path for growth and change. Since the reorganization, Dean Scoufos' leadership style has fostered significant positive changes in the following areas: JMSB activities are now more closely aligned with our vision and mission, faculty members are now involved and participating in decision-making and operation of the JMSB, new faculty members are being hired and endowed chair vacancies are being filled, and new curriculum changes in the areas of banking, entrepreneurship, safety, and health care information systems within our MBA program will help attract more students. The Organizational Structure for Southeastern is shown in Figure 1 on the following page.

Advisory Boards: The JMSB believes that it has opportunities to cultivate and expand its external relationships with alumni, government, and business through its contacts with its advisory board members. The advisory boards will be discussed further in Section 4 of this report.

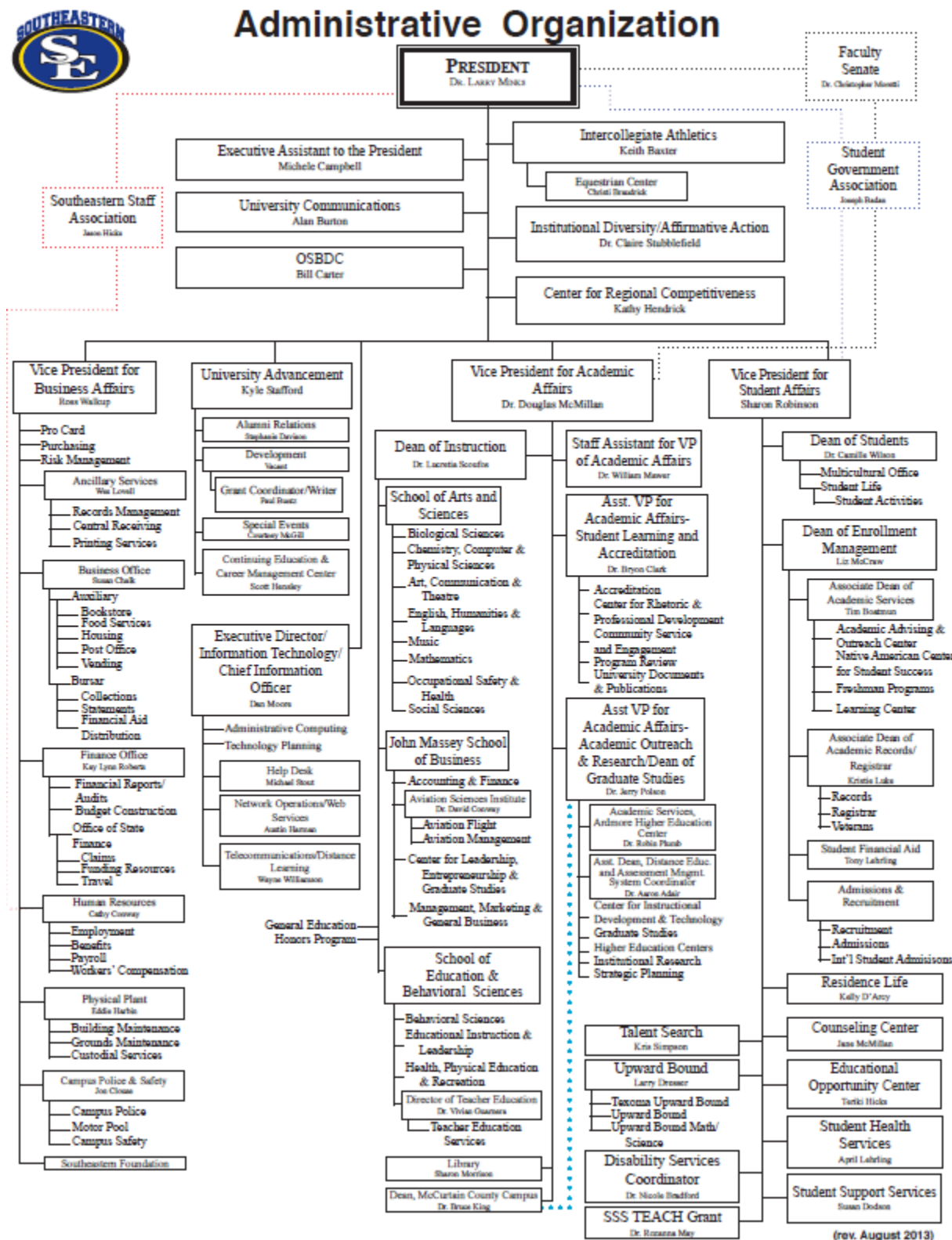
John Massey Banking Institute and Banking Chair: John Massey, a prominent banker and SE alumnus, is enlisting the support of regional banks, including his own, to fund an Endowed Banking Chair in the JMSB. This will allow us to become a regional center of excellence in banking.

Additionally, the Institute will provide the venue for training lectures, seminars, working paper series and conducting research. The Director will be responsible for the operations of the Institute and will arrange program offerings, speaking engagements conducted by leading national and international experts, and the development of research.

The objectives of the Institute are to provide ABA certification programs, allow local banking practitioners to update their knowledge through certification programs, and to serve as an outreach to the public with free consumer financial literacy programs. The Institute's training offerings are expected to fill a void in the region as a place for banking officers to update their financial skills. The JMSB objectives will be met by developing applied knowledge and outreach to the regional banking community and the public. The Institute will allow the JMSB to provide certification programs in a short-term format, and it is anticipated the revenue stream from the Institute's programs will allow the Banking Institute to be self-sustaining within three years.

New Faculty Positions: The Accounting and Finance Department hired a faculty member with expertise in accounting information systems and a Finance faculty member for the fall 2013 semester. New faculty members will help increase the accounting and finance course offerings and allow students to graduate in a timely fashion without relying on online courses taught by adjuncts. In addition, another new faculty member is being recruited to teach in the Finance area and a Marketing faculty member will be recruited for fall, 2014.

Figure 1: SE Organizational Structure



E. Programs Included in Review

JMSB. The JMSB offers five BBA degrees (one with an additional specialized focus) and an online MBA degree with an eight-week course format. The JMSB also includes the Aviation Institute which grants two Bachelors' degrees and one Masters' degree. The programs and degrees for the Aviation Institute have been excluded from AACSB consideration due to: a) independence, b) distinctiveness, c) the Institute being subject to their own accreditation, and d) because the programs are such a specialized field. All data offered represent JMSB statistics without Aviation Institute statistics. The JMSB business degree programs that are to be included in the accreditation review are shown in Table 1 below.

Table 1: Business Degree Programs to be Included in Accreditation Review						
Degree Program ¹	Level	Location	Date program was established	# of Credit Hours, Contact Hours, or Courses Required for Degree Completion	Average Time to Complete Degree	# Students Graduated in Previous Academic Years
						2012-2013
Accounting (B.B.A.)	U	Durant F2F, IETV & Web	1997	124 credit hours	4 – 5 years	9
Finance (B.B.A.)	U	Durant F2F, IETV & Web	1997	124 credit hours	4 – 5 years	7
Management (B.B.A.)	U	Durant F2F, IETV & Web	1997	124 credit hours	4 – 5 years	39
Marketing (B.B.A.)	U	Durant F2F, IETV & Web	1997	124 credit hours	4 – 5 years	13
General Business (B.B.A.)	U	Durant F2F, IETV & Web	2001	124 credit hours	4 – 5 years	21
Native American Management Option	U	Durant F2F, IETV & Web	2007	124 credit hours	4 – 5 years	0
Masters of Business Administration	G	Durant F2F, IETV & Web	1996	36 credit hours	2 years	7

¹ See "What is a Program?" on page 60 of the *Eligibility Procedures and Standards for Business Accreditation*, revised January 2010.

II. PROGRESS UPDATE ON CONCERNS FROM PREVIOUS REVIEW (10/2008)

Following the initial accreditation team visit in October 2008, the team's three major recommendations were to:

- Update the JMSB Strategic Plan
- Redesign the Assurance of Learning process to increase utility and efficiency
- Revamp and improve the MBA Admission and Advising process

The status of the improvement for these areas is as follows:

1. Update the Strategic Plan

During the 2008-2009 academic year, the JMSB dean, faculty and staff began formal and informal discussions concerning revisions to the strategic plan. Faculty members continue to

meet at least annually with outside consultants, David Martin, Danny Arnold, or GERALYN Franklin, and continuously monitor and fine tune the plan. Because the strategic plan is of utmost importance, the details are so lengthy, and AACSB reporting formats requires a separate chapter on strategic planning, further detail is provided in Section 3 of this report.

2. Redesign the Assessment of Learning (AOL) Process to Increase Utility and Efficiency

A JMSB AOL process has been in place since 2005. It was designed to satisfy the AACSB AOL standards that were adopted in 2004. As part of the process, every course, graduate and undergraduate, had a list of general goals with accompanying objectives and traits. However, the interpretation of the original standards has undergone a number of revisions since 2004. As a result, the site visit team suggested that the process was too cumbersome and offered little value for the effort required. Specifically, the site team's recommendations were to (1) train faculty in AOL concepts and (2) redesign both the undergraduate and graduate current AOL processes to increase usefulness, while reducing faculty efforts in collecting data.

The JMSB has taken particular steps in implementing the training of faculty in AOL concepts.

- In December, 2008, several faculty members of the JMSB's AOL committee attended the AACSB Assessment conference in Dallas, Texas.
- In 2009, Professor David Martin, Dean, St. John Fisher College, delivered a full-day seminar for the JMSB faculty.

After the training seminars, with faculty concurrence the AOL committee:

- Reduced the ten goals to a more manageable five.
- Developed goal-specific rubrics for course-embedded assessment, which would allow goal statistics to be generated independent of faculty and course.
- Developed an assessment plan that required less data collection than the earlier process.

During the 2009-2010 academic year, the AOL committee met to refine goals and develop rubrics. The rubrics and processes were finalized in the spring 2011. The data from the rubrics has been captured and are currently being evaluated. More information on the process can be found in Section 5 of this report.

3. Updating and Improving the MBA Admission and Advising Processes

University policy requires centralization of admission of all graduate students. Once accepted by the School of Graduate Studies, MBA students are referred to the JMSB. Because the MBA program is an important one, the visitation team recommended that all student records be complete and stored both in hard copy and electronic form. As a result of auditing MBA student records, the site team recommended revisions to documentation of the admission process, the advisory process, and the recordkeeping process.

Immediate actions were taken to revise the admissions process and requirements. Under the direction of the Dean, the MBA Program Coordinator spent the 2009 calendar year reviewing each student file to ensure that all files were complete. In addition, the MBA Coordinator created new policies and procedures for admission to the MBA program and for the record keeping process. Mr. Robert Howard assumed the role of MBA Program Coordinator in fall 2010. Dean Gaster remained as director until his death in fall 2011. Upon his death, Mr. Howard assumed the

interim director's role in addition to continuing as coordinator. Dr. Silver was appointed as Director in spring 2012 and Mr. Howard continues the work of updating and improving the MBA.

Applications forwarded by the School of Graduate Studies for the MBA program are reviewed by a three-person committee of graduate qualified professors who recommend the applicant be accepted, denied, or conditionally accepted for admission to the MBA program. Admission to the MBA program is based on a portfolio or GMAT scores, prior degree work, GPA, and course grades. Additionally, there are core competencies that must be met. Dual files are kept both electronically and manually for all students.

Additionally, although not one of the major recommendations, the previous review team suggested that the JMSB develop a marketing plan that addresses future enrollment and ties to the strategic plan. As suggested, the JMSB has developed a marketing plan directed towards both internal (undecided majors) and external (incoming freshmen and transfers) potential students. As per the recommendations, the marketing plan identifies a specific target market, employs various social media, and emphasizes increased use of public relations/publicity.

JMSB Marketing Plan

Relative Advantages

- 1) Southeastern is the only regional university in the state of Oklahoma with AACSB accreditation.
- 2) Articulation agreements with community colleges in Oklahoma and Texas, paired with in-state tuition scholarships for Texas students who attend Southeastern.
- 3) Completely on-line MBA program that be completed in two years or less.
- 4) Active involvement with the Choctaw and Chickasaw nations that assist in recruiting Native American students.
- 5) Campus administration supportive of AACSB principles and standards.
- 6) JMSB faculty highly engaged in their profession, academic research, and the community
- 7) It should be noted that 30.2% of the international students at Southeastern are business majors providing international exposure to our students.
- 8) National Recognitions
 - a) SE was selected to the 2012 President's Higher Education Community Service Honor Roll for its extensive involvement in community service. During the 2010-2011 academic year more than 760 individuals from Southeastern (students-faculty-staff) completed, collectively, approximately 30,000 hours of community service activity while 28,495 (estimated) individuals served through the University's involvement.
 - b) Victory Media, a media entity for military personnel transitioning into civilian life, has named SE to the Military Friendly Schools[®] list, as published in *G.I. Jobs* magazine. The 2013 Military Friendly Schools[®] list honors the top 15% of colleges, universities and trade schools that are doing the most to embrace America's military service members, veterans, and spouses as students and ensure their success on campus.
 - c) Southeastern ranks sixth in the nation in graduating Native American students, seventh in the nation among marketing graduates. In 2011-2012, SE conferred degrees on 215 Native American students and over the past 10 years, SE has had a student population consisting of 28% to 30% Native American (source: diverseeducation.com/top100/). Southeastern was recognized earlier this year by *Diverse Issues in Higher Education* for serving the Native American population in Oklahoma.

- 9) Rural location/small college setting, which allows students greater leadership opportunities than a larger university, personalized attention, as well as a safe and non-intimidating learning environment (many of our students come from small schools).
- 10) Pricing-lower tuition than competitor schools coupled with scholarship monies help make Southeastern an excellent value for the student compared to other AACSB accredited universities.

Relative Disadvantages

- 1) Rural location-not close to major metropolitan centers with population, major employers, and leisure activities. SE is located in Durant Oklahoma, a small town 90 miles north of Dallas, 15 miles from the Oklahoma-Texas border, and 160 miles south-southeast of Oklahoma City.
- 2) Limited funding-dependent upon state budgets that have been affected by economic conditions and a small number of private donors.
- 3) Few major programs and specialized (hot topic) majors for students to choose from.
- 4) Number of students at Southeastern who select business as their major program of study. Currently, only 11.26% of students at Southeastern major in business compared to 21.7% (nationally <http://nces.ed.gov/fastfacts>). Nationally, business is by far the most popular major with 358,000 degrees granted compared to social sciences and history (173,000); health professions and related programs (130,000); and education (101,000).
- 5) High school students in Oklahoma are significantly less likely to attend college than students from across the country, making a much smaller recruitment pool.

Target Market

Geographic: primary market consists of southeastern Oklahoma and north Texas (Texoma). The primary geographic target area consists of 10 counties and makes up 42% of our current students. Those counties include: Atoka, Bryan, Carter, Choctaw, Johnston, Love, McCurtain, Pushmataha, Latimer and Marshall. Including those Oklahoma counties plus Grayson county in North Texas, 54% of our students come from those 11 counties. Courses are delivered through traditional classroom, IETV at several remote sites, and online course formats. Some course are blended, or hybrid courses that incorporate both traditional classroom and online formats.

Demographic: As previously stated, the number of students enrolled in the business school is under-represented, and a look at the demographics suggests that by gender, the JMSB numbers appear within the national norm. However, the numbers by race/ethnicity suggest that the JMSB is significantly under-represented in the number in all ethnic groups, especially Native Americans, who the university does an excellent job in recruiting. An area of opportunity that can be noted is with the number of international students whereby we note that 30.2% of all international students enroll in the business school.

FTE (rounded) Fall 2012							
CLASS	All SE	Acct	Mngt	Mkt	Fin	Gen Bus	MBA
Freshmen	1,056	11	22	10	4	40	0
Sophomores	499	18	8	5	7	16	0
Juniors	615	25	20	7	10	17	0
Seniors	821	26	35	14	5	30	0
Graduates	267	5	0	0	1	0	26
TOTAL	3,258	85	85	36	26	103	26

*numbers may not add up due to nonresponses to the survey

Fall 2012 – Gender/Ethnicity Comparison (headcount)							
ETHNICITY	All SE	Acct	Mngt	Mkt	Fin	Gen Bus	MBA
Caucasian/White	2,314	54	61	18	15	74	23
African American/Black	265	6	9	3	3	7	1
Native American/ Alaskan Native	1,198	25	39	12	5	43	12
Asian	32	0	1	0	0	0	0
Hispanic/Latino	144	3	2	2	0	3	2
Native Hawaiian/Pacific Islander	15	0	0	0	0	0	0
International/Non-US Citizen	152	13	11	5	9	8	10
TOTAL	4,120	101	123	40	32	135	48
GENDER	All SE	Acct	Mngt	Mkt	Fin	Gen Bus	MBA
Male	1,908	41	57	20	18	56	26
Female	2,212	60	66	20	14	79	22
TOTAL	4,120	101	123	40	32	135	48
MALE	All SE	Acct	Mngt	Mkt	Fin	Gen Bus	MBA
Freshmen	621	6	15	5	2	26	
Sophomore	237	11	5	1	5	6	
Junior	327	7	12	3	8	10	
Senior	491	13	24	11	2	14	
Graduate	232	4	1	0	1	0	26
TOTAL	1,908	41	57	20	18	56	26
FEMALE	All SE	Acct	Mngt	Mkt	Fin	Gen Bus	MBA
Freshmen	683	8	9	5	2	22	
Sophomore	356	9	6	4	3	15	
Junior	400	22	17	5	4	11	
Senior	559	18	34	6	5	30	
Graduate	214	3	0	0	0	1	22
TOTAL	2,212	60	66	20	14	79	22

Marketing Objectives

- 1) Increase JMSB undergraduate FTE enrollment by 2% per year over the next five years.

Year	2012 (actual)	2013	2014	2015	2016
Undergraduate	335	342	349	356	364
Graduate	48	53	58	64	70

In part, this objective includes increasing Student Credit Hours by means of increasing enrollments by non-business majors in JMSB courses. This will be done through increased internal marketing efforts.

- 2) Increase MBA enrollments by 10% per year
- 3) Increase brand awareness through distribution of JMSB newsletter, intensified public relations campaign (internal and external), student recognition programs, etc.

Product

The JMSB offers undergraduate degrees in accounting, finance, management (including a Native American business option), and marketing. Minors in these areas are also available to students majoring in areas outside the school of business. The MBA program is offered in 8-week semesters and entirely online, allowing the student to complete the program in two years or less. Courses are delivered through traditional classroom, IETV at several remote sites, and online course formats. Some course are blended, or hybrid courses that incorporate both traditional classroom and online formats.

New concentrations in Management, Health Care Information Systems and Entrepreneurship for the MBA program recently received final state approval, as is a new undergraduate minor in Small Business Management/Entrepreneurship, specifically designed for non-business majors. In addition, new certificate programs are being developed which will increase and enhance our product offering. Faculty members in the JMSB providing instruction have excellent business backgrounds, coupled with significant research and active involvement in their academic disciplines through professional organizations. Faculty members also play a significant role in the community through participation in nonprofit organizations, civic, and church groups and are well known for their volunteer activities.

Product quality assurance is maintained by means of continuous quality improvement through AACSB accreditation assurance of learning standards.

Price

Estimated Tuition and fees (per semester)	Residents	Out-of-state
Guaranteed tuition rate	\$2,289.00	N.A.
Undergraduate (12 hours)	\$2,023.80	\$5,118.00
Graduate (9 hours)	\$1,768.50	\$4,620.60

Although cost of attendance is already very reasonable, financial aid and scholarships may reduce the actual cost to the student. In 2012, Southeastern awarded more than 350 scholarships to new freshmen, and almost \$700,000 in total. Seventy-four percent of Southeastern students receive financial aid. In addition, the JMSB awards scholarships specifically for business majors.

Each spring at the annual Honors and Awards banquet, the JMSB awards scholarships in the names of John and Clea Ortloff, Oscar and Nettie Belle, Linnie Ruth Hall, Ron W. Jenkins, H.C. Rustin Concrete, Sonic Corporation, Robert Scivally, Joe Wallace Gibson, Freemont Hamilton, Chief Pyle of the Choctaw Nation, Amanda Whorton Memorial, Leonard Campbell, Justin Ryan Pittman Memorial, Faculty and Staff Merit, and Dr. C. Henry & Mrs. Jackie Gold, along with in-state tuition waivers. These additional scholarships demonstrate support for our students by our internal and external stakeholders.

Place

Our geographic service area includes 10 counties and makes up 42% of our current students. Those counties include: Atoka, Bryan, Carter, Choctaw, Johnston, Love, McCurtain, Pushmataha, Latimer and Marshall. Including those Oklahoma counties plus Grayson county in North Texas 54% of our students come from those 11 counties. Courses are delivered through traditional classroom, IETV at several remote sites, and online course formats. Some course are blended, or hybrid courses, that incorporate both traditional classroom and online formats.

The rural location/small college setting affords students greater leadership opportunities than a larger university, as well as personalized attention and a safe learning environment. This is important, as many of our students come from small schools in small towns and could otherwise be intimidated in a big-city or larger university environment.

Promotion

College level: The JMSB employs a number of promotional tactics, primarily through the use of email and social media. These tactics include Facebook (maintained through the Student Advisory Council) and LinkedIn (maintained by our graduate assistants). In addition, beginning in 2011, our school newsletter which had not been published for several years now is being published at least twice per year and is sent by email to both prospective and current students, as well as alumni and other key stakeholders. The JMSB newsletter, *The Executive Summary*, is also available on the JMSB website for online visitors to view.

JMSB faculty members take an active part in recruitment at various college fairs, in addition to visits to key feeder schools such as Grayson County Community College in Denison, Texas. Additionally, JMSB faculty members had a booth in tailgate alley for 2012 Homecoming (see photo in fall newsletter). During these events, we use a number of promotional materials ranging from Facts Sheets to brochures, and free giveaways. Working closely with the university Public Relations Office, the JMSB is embarking upon an intensified public relations campaign. The campaign begins with increased publication of faculty and student achievements, such as the student team in the MNGT 4633 Business Policy course receiving national recognition for placing among the top ten teams in the nation and articles on faculty members' research publications.

JMSB also developed a student recognition program comprised of three continuous-run video screens with PowerPoint presentations of JMSB students, along with a "Wall of Honor" which recognizes the outstanding student in each major program each year. The student recognition program will help students better identify with the JMSB, build student spirit, and help increase school commitment for when students graduate and become alumni of the University.

University level: Some of the marketing activities that we participate in are the Texoma Area College Fair (hosted by Southeastern, this year we had over 600 students attend), our SE Live Open House (biannual event held on campus for prospective high school juniors and seniors, last year we had around 500 students attend), Transfer Enrollment Day (biannual event hosted at Southeastern for transfer students). In addition to these on campus events we also attend college fairs throughout the state of Oklahoma and North Texas. We also have over 100 schools that we visit every year for presentations about Southeastern. Billboards and television spots are used for the Reach Higher Program. The recruitment office has 14 different mailings of postcards and letters. Email is used to send important campus announcements to prospective students. The recruitment office also uses Facebook, Twitter, and You Tube (at Explore Southeastern). Each of the recruiters has their own Southeastern Facebook profile. We use this to stay in contact with prospective students that we meet at college fairs, high school visits and campus tours. Through our Facebook and Twitter accounts we post announcements and events happening on campus. Each year we also create a "Southeastern Class of" group for new freshmen as they get admitted. Our YouTube site is used to post videos created by the Recruitment office about different events that we host as well as faculty, student and alumni stories. The JMSB maintains a separate presence on Facebook for prospective students and undergraduates maintained by the Student Advisory Council, and graduate assistants maintain LinkedIn for graduate students and alumni.

Educational Attainment – State of Oklahoma		
	# of Population	% of Population
Total population 25 years and over	2,380,819	100%
Completed:		
Less than 9 th grade	115,248	4.8%
9 th to 12 th grade, no diploma	232,987	9.8%
High school graduate (includes equivalency)	775,478	32.6%
Some college, no degree	559,367	23.5%
Associate's degree	159,557	6.7%
Bachelor's degree	362,043	15.2%
Graduate or professional degree	176,139	7.4%

According to the U.S. Bureau of Labor Statistics, in October, 2011, 68.3 % of 2011 high school graduates were enrolled in colleges or universities. Recent high school graduates not enrolled in college in October, 2011 were more likely than enrolled graduates to be working or looking for work (68.7 % compared with 38.8 %).

Category	Strategy
Target Market	Primary market-high school seniors within the Texoma region (many first-generation college students). Secondary targets are adults seeking undergraduate degree completion or an MBA degree
Objectives	<ol style="list-style-type: none"> 1) Increase target market area (and beyond) brand awareness through print and social media 2) Increase undergraduate enrollments by 2% annually 3) Increase MBA enrollments by 10% annually 4) Increase JMSB enrollments through new certificate programs
Offering to customers	AACSB accredited undergraduate and MBA programs
Price Strategy	An exceptional value (critical due to our local market)
Distribution	Face-to-face classes, internet, and IETV delivery formats
Positioning Statement	AACSB accredited degree programs at an <i>exceptional</i> value
Service Strategy	Continue strong academic advising to maintain retention, improve student recognition
Promotion Strategy	1. Greater utilization of social media---Facebook and LinkedIn (LinkedIn for MBA students and JMSB alumni) and 2. Intensified public relations campaign highlighting JMSB student and faculty accomplishments
Marketing Research	Additional student surveys, continue gathering data from Admissions and Registrar
Any other component of your marketing plan	Internal marketing to existing students to maintain student retention and increase student satisfaction after graduation

5. Utilize email to communicate with alumni

Student email accounts remain available to alumni. Under the direction of Dr. Scoufos, Dean of Instruction, the newsletter has been re-activated and sent to alumni by email. Also, items of interest to current and former students are posted on the JMSB BlackBoard and recent alumni continue to receive an email that alerts them to these items. Finally, some faculty members periodically contact/are contacted by alumni. As an example of this, a faculty member just sent an e-mail asking a student about his job progress only to learn that he now is the accounting manager for Halliburton in Angola, Africa.

6. Review peer and aspiration schools

During the fall 2012 semester, the Dean of Instruction revised the list of peer schools to be considered by the entire faculty in the spring of 2013. Selecting peer schools is a challenging process that is complicated by the uniqueness of the JMSB faculty size and composition. Our current list of peer schools is the result of finding schools that meet the following criteria: (1) offer AACSB accredited undergraduate degrees in accounting, finance, management, and marketing, and (2) offer a general AACSB accredited MBA program. While we realize that many other elements can be considered, these were chosen because faculty sufficiency in each of the disciplines constrains managerial choices. However, we acknowledge that this ignores the fact that JMSB faculty include two Fulbright Scholars, three former presidents of business academic organizations, four authors of books, and several editors, associate editors, and editorial board members of academic journals. Moreover, it ignores the large number of Endowed Chairs and Professorships discussed in Section 1.

The Dean of Instruction began collaboration with SE administration in the fall of 2012 to better refine the list of aspirant schools. This is an extension of a “transformation change” project that was embarked on several years ago which included a Harvard University study designed to improve operations at SE. The current operational structure of SE and the JMSB reflect those changes and broad guidance on SE’s direction is provided by the University Vision 2015 Plan.

7. Formal pre-tenure review process.

The process for pre-tenure review has been revised, and improved. The policies and procedure for pre-tenure and tenure review can be found in the SE Academic Policies and Procedures manual available on the SE website at <http://www.se.edu/academic-affairs/policies-and-procedures/>.

8. External fundraising

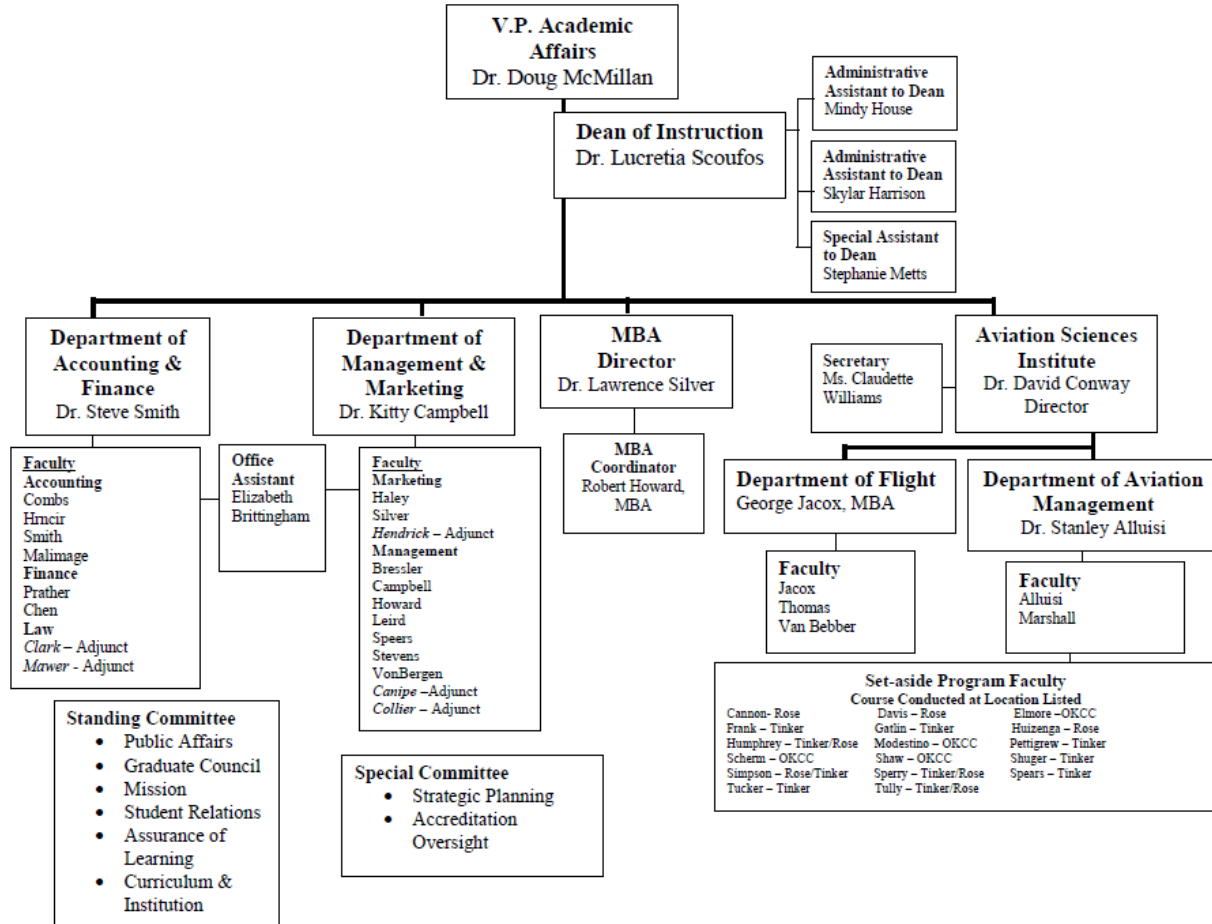
Prior to his death in September 2011, Dr. Buddy Gaster negotiated significant funds for the JMSB’s use. Dr. Gaster began his fundraising efforts in 2003 to assist the JMSB with the initial AACSB accreditation process and continued fundraising up to his passing. The funds he raised were used for administrators and faculty to attend AACSB conferences, to hire AACSB consultants, and to fund a part-time person to assist the Dean and AACSB coordinator in record-keeping and preparing AACSB reports.

III. STRATEGIC MANAGEMENT

A. Organization of the John Massey School of Business

To give some context to the strategic planning process it is helpful to identify the governing structure of the JMSB. The Dean of Instruction serves as the head of the JMSB. There are two department chairs (Accounting & Finance; Management & Marketing) who report to the dean. The JMSB Organizational Structure is shown in Figure 2 below.

Figure 2: Organizational Structure JMSB



Furthermore, the faculty of the JMSB is organized into seven standing committees. Each committee is charged with areas of the standards for accreditation in such a way that all standards are assigned to at least one committee.

The AACSB Accreditation Oversight committee is the catalyst for each of the other JMSB committees and is charged with ensuring that processes are evaluated appropriately. All committees focus on AACSB standards to ensure compliance. The key responsibilities for these committees are described below.

School of Business Committee Structure

The committee structure provides full coverage of JMSB needs and improvements, regardless of the area or nature of the improvement. These committees are:

- Strategic Planning – JMSB steering, mission compliance, accreditation reports
- Assessment – evaluates academic performance, tracking, compliance with AOL
- Curriculum and Instruction – changes and modernization of curriculum, meeting degree requirements
- Graduate Council – issues and concerns directed specifically to our MBA program
- Student Relations – student advising, files, guidelines, admissions, surveys, awards ceremonies
- Recruitment – Hiring, Retention, Tenure, Promotion – recommends to Dean after review of materials submitted
- AACSB Accreditation Oversight – provides guidance to ensure compliance with AACSB standards, updating the Annual Maintenance Reports and, other required accreditation reports, and coordinating AACSB Maintenance team visits. More specifically, the committee provides leadership in ensuring:
 - The mission is appropriate and is implemented
 - Compliance with AACSB standards
 - Guidance for high priority items is on-going
 - Continuous improvement is occurring

Three key stakeholder groups are critical partners that, although not directly involved in the governance of the JMSB, provide valuable guidance and insights. These are the Business Advisory Board, the Student Advisory Board, and Interdepartmental colleagues. Responsibilities and activities of these three groups are highlighted below.

Business Advisory Board

The School of Business has a Business Advisory Board, along with an Accounting and Finance Board, made up of successful and respected members that are representative of the local business community and government. Appointment is by invitation from the Dean of Instruction with approval of the University President. The Board contributes to the development and continuous updating of the curricula, faculty, and students; and it serves as a liaison between academia and the business field. In recent meetings, it has provided specific advice on curriculum, mission, and technology, needs of the business community, and desired traits of business graduates to meet community needs. We are fortunate to have Mr. John Massey as the chairperson; he is currently Chairman of the Board at First United Bank, a branch banking institution headquartered in Durant, Oklahoma.

The Advisory Board meets regularly to discuss improvements for the JMSB. The Board responded to a survey and reported the key findings below:

- The most important knowledge and skills for their company are: communication, problem solving, technology, and teamwork.
- The most important ways for the JMSB to help businesses in the community are (no clear answer): be more visible, offer more community programs, and internships.
- The best ways to encourage prospective students to attend SE are: promoting the JMSB at social events or meetings, visits to local schools, emphasis on the value of education, additional internships, more promotional activities.

Student Advisory Council

The JMSB also has a Student Advisory Council. This council has recently provided advice on the current curriculum, new program needs, online versus face-to-face course delivery, and their perception of the local job market. This Student Advisory Council attends the Business Advisory Board meetings as a guest. Both advisory groups meet at least twice a year to discuss matters pertinent to their memberships and to the JMSB.

Interdepartmental Colleagues

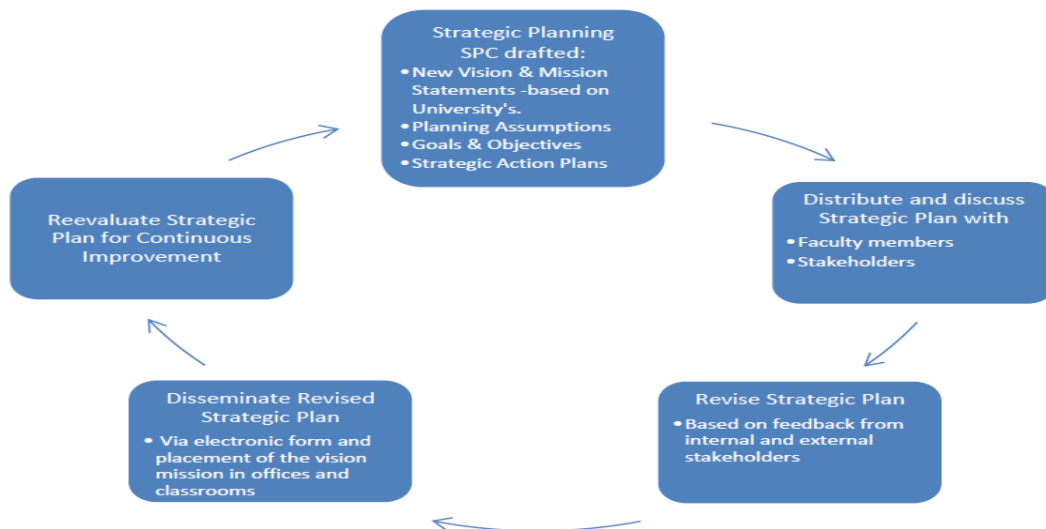
College representatives met with and solicited input from departments and centers across campus, such as Student Affairs, Career Services, Henry G. Bennett Memorial Library, Information Technology, the university Executive Team, and other campus constituents. These bodies are among the constituents involved in the continuous improvement efforts of the School.

B. Strategic Management Planning Process and Outcomes

Strategic Management Planning Process

Strategic planning at the JMSB is a critical and ongoing process that provides a basis for decision-making and managing an effective organization. Continued progress has been made updating the JMSB strategic plan. The process began with a new draft of the vision and mission statements based on the University's vision and mission contained in Vision 2015. Once a draft was developed, the document was circulated to the entire faculty for review and comment and was then reviewed and appraised by numerous stakeholder groups for their input. Stakeholder groups included the existing Business Advisory Group, the Student Advisory Board, Interdepartmental Colleagues, and an *ad hoc* alumni advisory group. The document was reviewed and revised by the AACSB Accreditation Oversight Committee to incorporate the suggested changes. The Strategic Planning Committee then drafted the values, goals, and initiatives to complete the strategic plan and submitted it to the faculty for endorsement. Figure 3 illustrates this process for each step in the most recent strategic planning effort.

Figure 3: PROCESS FLOW CHART FOR JMSB STRATEGIC PLAN



The strategic planning process began with a vision statement and a revised mission statement consistent with the University's stated vision and mission as expressed in Vision 2015.

--JMSB Vision

To be a leader and innovator in higher education in business in the service region and provide an environment of academic excellence that enables business students to reach their highest potential. The current vision of JMSB is to be the premier business program among the state's regional universities as evidenced by achieving and maintaining AACSB accreditation.

The mission of the John Massey School of Business is to be a premier business program. We prepare our business and aviation students to meet the global challenges in a competitive and ever-changing environment by providing an excellent and continuously improving learning atmosphere that emphasizes both academic and applied knowledge. We are a responsible partner in the economic development and quality of life of the region by providing effective application of knowledge to our stakeholders. The JMSB recognizes and values a wide range of intellectual contributions with an emphasis on applied knowledge and practice.

-- JMSB Core Values

In pursuing its vision and mission, the JMSB is committed to the following shared values:

- High-quality undergraduate and graduate learning and faculty development.
- Highest ethical standards of personal and professional conduct for faculty, students, and administrators. Professionalism includes maintaining faculty qualifications and expertise at levels which support the JMSB's vision and mission and AACSB accreditation standards.
- Cooperative interaction among students and faculty to achieve the JMSB's mission.
- A systems approach to continuously improve all aspects of the learning process. This includes feedback from major stakeholders and a spirit of experimentation.
- We understand our responsibility as the primary provider of baccalaureate business education to the students in southern Oklahoma and north central Texas.
- We recognize that students and effective teaching are our primary concern and are committed to providing an individualized approach to meeting each student's needs.
- We foster the idea of continuous improvement in each component within the JMSB.
- We firmly believe that ethical behavior both from the faculty and staff as well as future graduates is of utmost importance.
- We hold that mutual respect for all members of our academic community, including external constituents, is a necessity.
- We are committed to effective and efficient use of educational and technological resources.
- We embrace our role as a resource for meeting the needs of the business community of our region.
- We involve and encourage participation from all of our constituents to actively participate in the planning and implementation of our programs.
- We support innovation in the classroom, research, and our outreach into the local community.
- We embrace all forms of diversity in students, faculty and staff.
- We recognize the importance of understanding and using technology by our students in the future marketplace.
- We understand our role in improving written and oral communication, reasoning, quantitative and qualitative analysis, and integration of functional knowledge.

--Strategic Planning Assumptions

- JMSB faculty will remain committed to our guiding principles and the fulfillment of our mission.
- Economic development in Oklahoma requires an educated workforce, creating increasing demand for business school graduates. Most of the private sector jobs in the region will be in small business.
- The population in the geographical region served by the JMSB will remain fairly stable.
- Competition for students will intensify from traditional and online business schools.
- Two-year colleges will continue to grow within the service region.
- New and expanded programs will have to be supported by either re-engineering and reallocating existing resources or obtaining private funds.
- Technology and globalization create the need for expanded international involvement both in the classroom and in study abroad experiences for faculty and students.
- Continued faculty development is critical to achieving the JMSB's mission due to continuously expanding bodies of knowledge and a business environment that is rapidly changing.
- Funding for higher education in Oklahoma will remain unpredictable.
- Increased emphasis will be placed on student retention and graduation.
- The competition for attracting business faculty will remain intense and is expected to intensify.

Due to the threats of competition, the tenuous economic climate, and the conditions of business as a whole, it is necessary that the JMSB manages its financial resources and personnel prudently when implementing the strategic plan.

C. Mission Statement and Strategic Plan

The current strategic plan was finalized in April, 2012. The focus of the strategic planning process was aligning the JMSB plan with the University Vision 2015 Plan, development of a mission statement, and identifying key planning initiatives.

A review of the previous mission statement identified a number of deficiencies (see below).

Previous Mission Statement

The mission of the John Massey School of Business is to be the premier regional business program in Southeast Oklahoma and North Texas. We will prepare our business and aerospace students to meet the challenges in a competitive and ever-changing global economy by providing an excellent and continually improving learning environment that emphasizes both academic and applied knowledge and research. We will further assist in the economic development of the region by providing effective application of knowledge to small and midsize businesses and Native American Tribes.

The major improvements were the addition of phrases that better reflected the mission and vision of the University, a more comprehensive identification of our areas of service and students, and an improved positioning against competitor institutions. Also, several other small improvements to wording occurred. Thus, a new mission statement was developed and serves as the springboard for all decisions and activities within the JMSB. As such, the JMSB is a mission-driven organization that seeks to structure all processes and activities in a manner that complements and

is consistent with our University purpose. The mission statement has been prominently displayed in key JMSB areas as a reminder to faculty, staff, and students.

The existing mission statement reads as follows:

Current Mission Statement

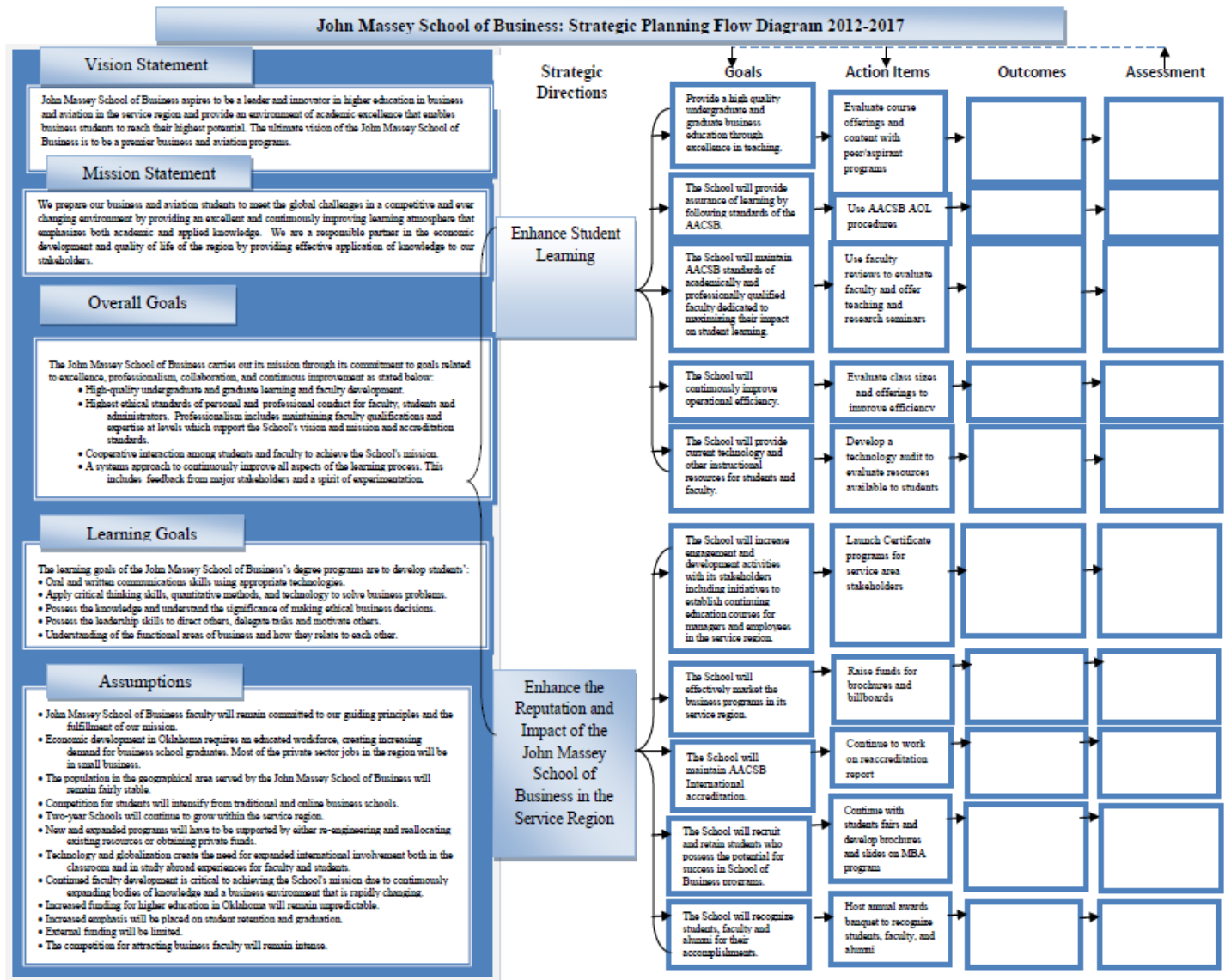
The mission of the John Massey School of Business is to be a premier business program. We prepare our business and aviation students to meet the global challenges in a competitive and ever-changing environment by providing an excellent and continuously improving learning atmosphere that emphasizes both academic and applied knowledge. We are a responsible partner in the economic development and quality of life of the region by providing effective application of knowledge to our stakeholders. The JMSB recognizes and values a wide range of intellectual contributions with an emphasis on applied knowledge and practice.

Our mission statement has been a roadmap for many of our policies, procedures, initiatives, and achievements.

- ❖ Southeastern is the only university in the Texoma (Texas/Oklahoma) region to hold AACSB Accreditation.
- ❖ Our faculty devotes time to help businesses and entrepreneurs in the region, both individually and in partnership with the Small Business Development Centers, the Center for Economic Competitiveness and the Rural Enterprises Institute.
- ❖ We have included a Native American Option in our Management program in response to the needs of local tribes for an educated and specifically trained workforce.
- ❖ SE and the JMSB are committed to high-quality teaching, faculty research, and service.

Flowing from our vision and mission resulted in the adoption of a Strategic Plan. The Vision and Mission statements are reviewed on an on-going basis by a number of stakeholders including faculty, students, administration, and alumni to keep these documents up-to-date and reflective of the needs of the stakeholders the School serves. The 2012-2017 JMSB Strategic Planning Flow Diagram is shown in Figure 4 on the following page.

Figure 4: JMSB Strategic Planning Flow Diagram



The AACSB Accreditation Oversight Committee periodically presents the mission along with the strategic plan to these stakeholders and reviews comments and recommendations with regard to mission, vision, values, objectives, and educational tenets.

This plan is based on four initiatives which are provided below.

Initiative 1—Two major initiatives were launched in the MBA program. First, as an alternative to taking the four prerequisite courses to be admitted to the MBA program, the applicant may choose to take an advanced standing test in one or all of the prerequisites or take the admission preparation program. The admission preparation program is an online course and testing service that was approved by the University Curriculum Committee as a substitute for taking the prerequisite courses. This alternative is especially attractive to the nonbusiness majors who want to pursue an MBA.

Second, the MBA program was re-engineered to move to an online format for all courses. Previously, course offerings were alternated from one year to the next with IETV courses taught in odd numbered years and the same course offered online in even numbered years. The IETV course format required students to go to one of the offsite campuses or to the main campus in Durant to attend the course. This was an inconvenience to students who had to travel to the sites and limited the market area served by the program to a reasonable driving time to those sites. The new online format was also changed to offer courses in eight-week sessions rather than the traditional sixteen-week format. This change allows students to focus on one or at most two courses for the first eight-week period and then take one or two courses the second half of the semester. This format is also followed for summer courses.

The rationale for changes in the MBA delivery was determined by two factors. First, enrollment in the program was approximately 36 students in the fall 2012 semester. This number is too small for the program to be viable. Due to Southeastern's rural location, it was believed it would be difficult to increase resident, full-time MBA students. Thus, the decision was made to offer the program online and gear it toward working professionals.

A second rationale involved competition. Many MBA programs in the area are less than the 36 hours we require and are offered at night and on weekends allowing students to complete the program in less time than we required. The eight-week format was designed to allow students to complete the program in as little as 18 months.

In July 2012, the Oklahoma State Regents for Higher Education approved our request to offer an MBA program with a concentration in Health Information Systems and an MBA program with an emphasis in Entrepreneurship which will supplement our current MBA program that has a concentration in Management. These new concentrations will leverage highly-qualified faculty members from across the University to strengthen the program while preventing a strain on existing JMSB faculty resources. The Entrepreneurship concentration can be covered with current JMSB faculty and cross-listing (graduate/undergraduate) of courses. The Health Information Systems concentration utilizes academically qualified faculty from the Computer Information Technology department of the SE College of Arts and Sciences and one professionally qualified adjunct.

Initiative 2—A second initiative is to fulfill the vision of Dr. Walter “Buddy” Gaster, former Dean of the JMSB, in developing the Native American Center for Business Development and Research. Dean Gaster previously requested and received funding to be used to create the Native American Center for Business Development and Research. A portion of the funds were to be used to establish an Endowed Chair and an Endowed Professorship to assist in staffing the Center. Activities to be conducted by the Center will include, but are not limited to, providing opportunities for Native Americans to return to Oklahoma and become active members of the workforce. Specific information gathered by the Center will focus on individuals who are interested in returning to Oklahoma and job specialties that include the skills needed for the Oklahoma market. Certificate programs will be offered to enhance the skills of those currently employed and individuals looking for employment. The Center will maintain a listing of jobs available in Oklahoma through the private and public sectors and Native American tribes and businesses. The Center will provide guidance to individuals who are interested in the possibility of starting a small business, including information about financing, marketing, and choosing the proper location.

Initiative 3—A third initiative is the development of certificate programs in Management, Hospitality Management and Entrepreneurship for southern Oklahoma and north central Texas, which are considered to be the two major market areas to be served by the programs. This initiative is being funded by a Chickasaw Nation grant and is currently still in the development phase. However, it is envisioned that the certificate programs will utilize existing courses and be a noncredit hour program for those individuals

who want to acquire additional skills and further their understanding of business concepts and operations. The courses proposed to be included in the certificate programs are shown in Table 2 below.

Table 2: Certificate Programs

Management Certificate	Hospitality Management Certificate	Entrepreneurship Certificate
Management with emphasis on team building	Hospitality management	Entrepreneurship with emphasis on business plan and innovation
Leadership & Ethics with emphasis on sustainability	Customer service with emphasis on resolution of service failure	Small business management
Service Operations	Leadership with emphasis on how to develop a “marketing concept” for front-of-house and back- of-house employees	Entrepreneurial marketing
Communication skills	Communication skills	Communication skills

Initiative 4—A national search for a replacement for the John Massey Endowed Chair of Marketing resulted in filling that position in the fall, 2012.

In addition to these broad initiatives a set of overarching learning objectives were to develop students’ skills in the following five key areas:

- **Communication:** JMSB graduates will be effective communicators with the ability to prepare and deliver oral and written presentations using appropriate technologies.
- **Problem Solving:** JMSB graduates can apply critical thinking skills, quantitative methods, and technology to problem solving.
- **Ethics:** JMSB graduates possess the knowledge and understand the significance of making ethical business decisions.
- **Leadership and Teamwork:** JMSB graduates possess the leadership skills necessary to give direction and guidance, and to delegate work tasks in a manner which proves to be effective and which motivates others to do their best in both a manager/subordinate and a team setting.
- **Business Knowledge:** JMSB graduates will have an understanding of the functional areas of business and how they relate to each other.

Supporting these initiatives and learning objectives are two key goals, which in turn are addressed by numerous action items that are updated annually. Below are key goals and associated action items.

Key Goals and Action Items

The faculty met in spring 2010 to review the objectives for the JMSB and decided on the following key goals.

1. **Strategic Directions and Goals to Enhance Student Learning**
 - The School will provide a high quality undergraduate and graduate business education through excellence in teaching.
 - The School will provide assurance of learning by following standards of the AACSB.
 - The School will maintain AACSB standards of academically and professionally qualified faculty dedicated to maximizing their impact on student learning.
 - The School will continuously improve operational efficiency.
 - The School will provide current technology and other instructional resources for students and faculty.

2. Strategic Direction and Goals to Enhance the Reputation and Impact of the JMSB in the Service Region

1. The School will establish certificate programs for managers and employees in the service region and conduct applied research.
2. The School will effectively market its business programs in the service region.
3. The School will maintain AACSB International accreditation.
4. The School will recruit and retain students who possess the potential for success in School of Business programs.
5. The School will recognize students, faculty, and alumni for their accomplishments.

D. Financial Strategies

Southeastern Oklahoma State University is a regional university in the State of Oklahoma that falls under the governance of the Oklahoma State Regents for Higher Education (OSRHE) and the Regional University System of Oklahoma (RUSO). The OSRHE System is the state's legal structure for providing funding for public education at the collegiate level and prescribes standards of higher education applicable to each institution. The RUSO System governs SE and the other five regional universities in the state through providing guidance in the areas of: (1) Administration; (2) Finance and Management; (3) Academic Affairs; (4) Student Affairs, and (5) General Policies.

Southeastern develops its own strategic plan to support the mission and goals of OSRHE and RUSO and has the ability to act autonomously in meeting the needs of its assigned service area and the needs of the local community.

Over the last ten years, Southeastern has experienced significant resource challenges. In this time period, the percentage of state funding dropped from 61.3% in 2003 to 41.8% in 2013, reversing the proportion paid by the state and students. Student tuition & fees went from 34.2% to 54.5% during this same time period. In spite of these challenges, the University has maintained outstanding faculty and staff, improved its facilities and funded new programs.

Economic Condition: Oklahoma's economy is showing marked improvements. The Business Conditions Index for Oklahoma remained above growth neutral for April 2013, dipping slightly to 59.8 from March 2013's 60.0. The survey indicates growth for the next three to six months will be positive. The State's 5% March unemployment rate compares to a national rate of 7.6%.

While it was estimated that Oklahoma could lose up to \$137 million in direct federal funding as a result of sequestration, a growing Oklahoma economy should cushion the impact of sequestration to some extent. The current news has revolved around defense and FAA spending. On the defense side, Southeastern has experienced a reduction in student credit hours in the Aviation program at Tinker Air Force Base in Oklahoma City due to sequestration. Southeastern has developed contingency planning that considers normal attrition to cover most of the reductions as well as keeping "one time expenditures" to a minimum which will cover the reduction in revenue related to the Aviation program. Sequestration will slowly be felt in specific situations such as this. The contingency planning targets services that have the least impact on the safety and welfare of our faculty, staff and students. Even through difficult economic times, SE strives to maintain the excellence of its academic programs and services to the community.

SE and all public universities share an environment of uncertainty in predicting increases (decreases) in state appropriations. What we know is that as state appropriations decrease student tuition and fees must increase. The economic environment has not changed with student tuition & fees supporting more of the

annual budget and for FY2012-2013 it was 54.5%. Under the previous formula, universities received funding based on program cost and on funding levels of similar universities in other states. The new formula only applies to new money, or any funding the system receives beyond its current base level. It is not known at this time what Southeastern will receive. However, the JMSB's operating budget to maintain AACSB accreditation will not be impacted if state appropriations should decrease. Maintaining specialized accreditation throughout our disciplines has been and will always be a priority of the University in developing its budget.

The JMSB has continued efforts to update facilities. Through generous contributions from our benefactor, Mr. John Massey, and grants, we have added three large flat-panel televisions that broadcast business news all day. The televisions are utilized to also inform students of important dates (e.g., pre-enrollment dates) and upcoming events. The JMSB has also added digital picture frames to the doorway of each classroom. The classroom displays are utilized to inform students of the classes scheduled in the particular room. Additionally, the televisions and classroom displays are tied in with SE's Emergency Alert System. Digital picture frames were added to faculty offices to display faculty office hours, course and contact information.

In the fall of 2010, funds from a grant provided by the Mercy Memorial Hospital Foundation, allowed the JMSB to hire a faculty member for placement at the Ardmore Higher Education Center in Ardmore, Oklahoma. The faculty member delivers classes in the Management program face-to-face from the Ardmore Higher Education Center and through IETV to other sites.

Table 3: Financial Strategies Table

Activity	Start Date	First Year of Cost/Revenue	Continuing Annual Cost/Revenue	Source or Disposition of Funds
Increase JMSB undergraduate FTE enrollment by 2% per year over the next five years, and graduate MBA enrollment by 10% per year	Fall 2013	\$5,000 for promotion cost	Brochure/website update \$2,000	University General Fund
Increase JMSB undergraduate FTE enrollment by 2% per year over the next five years	Fall 2013	\$47,820*	\$47,820*	Tuition and fees to SE
Increase JMSB graduate MBA enrollment by 10% per year	Fall 2013	\$25,087**	\$25,087**	Tuition and fees to SE
Hire new AQ faculty in Finance	Spring 2014	\$110,000-\$115,000	\$110,000-\$115,000	University General Fund
Hire new AQ faculty in Marketing	Fall 2014	\$90,000 - \$100,000	\$90,000 - \$100,000	University General Fund
Develop and Offer three undergraduate certificate programs and a Summer Academy for Fraud Prevention	Summer 2014/Fall 2014	\$57,000	\$57,000	Private Donor – The Chickasaw Nation

*Figures shown are marginal and hold for 10 new undergraduate students/year enrolling for an average of 9-credit hours/term for 3 terms (fall, spring, summer) @ \$1,594 in in-state tuition and fees per term as applied to the SE campus.

** Figures shown are marginal and hold for 5 new graduate students/year enrolling for an average of 6-credit hours/term for 3 terms (fall, spring, summer) @ \$1,672.50 in in-state tuition and fees per term as applied to the SE campus – rounded down.

E. New Degree Programs

In the spring 2012 semester, the JMSB graduate faculty voted to change the MBA core to 24 hours from 33 hours and to offer three concentrations: Management, Entrepreneurship, and Health Information Systems. The changes were taken to the appropriate governing bodies and approved by the Oklahoma Regents for Higher Education at their October 25, 2012 meeting.

The management concentration is identical to the previous MBA program and consists of 36 hours. The 12 hours of management concentration are the same as were the required courses for all MBA students prior to the introduction of the concentrations. The MBA Management option continues to be targeted toward working professionals. The learning goals are the same as those for the original MBA.

The Entrepreneurship option requires the 24-hour core, three required courses in entrepreneurship and an entrepreneurship elective. The MBA Entrepreneurship option is designed for working professionals interested in starting their own business or entrepreneurs who wish to improve the operation of their businesses. Entrepreneurship is also of interest to Native American tribes in Oklahoma and this provides another target market. Goals for the MBA Entrepreneurship option are:

- Provide students a broad-based introduction to professional business management through a common core of courses that address key business concepts in management, marketing, accounting, and finance.
- Introduce students to entrepreneurship, not only in terms of new venture creation, but also to recognize the need for continuous innovation to extend the business through the industry life-cycle.
- Assist the student in developing key skill areas of marketing and financing new business ventures, culminating in the preparation of a complete, detailed business plan.
- Develop student business communication skills through a series of oral and written communication assignments in order to better prepare the student for the professional business environment.

The Health Information Systems (HIS) option requires 12 hours of HIS courses in addition to the 24-hour core. All 12 of the listed option hours are required. The Texoma region is home to several medical centers and a number of physician's offices. Additionally, Native American tribes offer a variety of health and wellness services. The MBA HIS option is designed for working professionals in this growing field.

Goals for the MBA HIS options are as follows:

- Provide students a broad-based introduction to professional business management through a common core of courses that address key business concepts in management, marketing, accounting, and finance.
- Introduce students to health information systems from both a managerial and a practical "hands on" perspective.
- Assist the student in developing key skill areas of system planning and implementation, ethics and technology security, and an understanding of the overall health insurance system, both public and private.
- Develop student business communication skills through a series of oral and written communication assignments in order to better prepare the student for the professional business environment.

The Entrepreneurship and HIS options have not been deployed due to an unexpected lack of faculty resources. Faculty will be re-deployed beginning in the fall 2013 semester in order to offer these options. Re-deployment will involve combining sections of survey courses and cross-listing some courses as undergraduate/graduate with appropriate additional requirements for graduate students.

F. Intellectual Contributions

Faculty Intellectual Contributions

The JMSB's most recent AACSB Table 2.1 is presented in Section VI and summarized below in Table 4. The data shown in the table captures aggregated research activity by type of intellectual contribution. AACSB Table 2.1-A lists the Five-Year Summary of Intellectual Contributions and AACSB Table 2.1 B lists the summary of Intellectual Contributions for the academic year 2012-2013.

Table 4

Intellectual Contributions Summary Data for AACSB Table 2-1 -Five Year in Section VI					
Full-time Faculty, By Department					
	ACCT	FIN	MNGT	MRKT	Total JMSB
Professors	47	37	122	40	246
Instructors	0	0	17	0	17
Peer-reviewed Journal Articles	16	13	58	16	103
Monographs/Books/Chapters	5	1	4	3	13
Peer-reviewed Proceedings	9	6	32	13	60
Peer-reviewed Paper Presentations	8	14	30	8	60
Other Intellectual Contributions	<u>9</u>	<u>3</u>	<u>15</u>	<u>0</u>	<u>27</u>
Total Intellectual Contributions	<u>47</u>	<u>37</u>	<u>139</u>	<u>40</u>	<u>263</u>
Learning & Pedagogical	17	7	33	14	71
Contributions to Practice	28	11	61	5	105
Discipline-Based	2	19	45	21	87
Academically Qualified	3	1	5	2	11
Professionally Qualified	0	0	2	0	2
Other	0	1	0	0	1

Collectively, the JMSB faculty published 103 peer-reviewed journal articles during the five-year review period and produced a total of 263 intellectual contributions for the same period. According to the IC tables, consistent with our Intellectual Contributions Policies and Procedures, the emphasis was on Contributions to Practice. Contributions to Practice accounted for 40% of the faculty's intellectual contributions followed by Discipline-based research (33%) and Learning and Pedagogical research (27%).

IV. PARTICIPANTS

A. Students

SE's total enrollment has increased approximately 4.9% since fall 2008 (from 3,889 to 4,109). Of this total, undergraduate enrollment has increased 4.4% (from 3,481 to 3,633), and graduate enrollment has grown 9.3% (from 408 to 476). Interestingly, the proportion of underclassmen (freshman and

sophomores) has decreased from 38.7% to 35.9% of the undergraduate population. This is presumably due to an increase in transfer students from junior colleges.

SE's student population is diverse, but primarily consists of White/Caucasian (56%) and Native American (29%) students. The largest changes in SE's student body are the percentage increases in Black/African American (36.6%), Pacific Islander (36.4%), and Hispanic (33.3%) students. Approximately 72% of students are Oklahoma residents and 21% are Texas residents. Notable changes in residency status are that international student enrollment has increased by 198%, and Texas residents have increased by 15%. However, residents from other states have decreased by 25%. With respect to gender and age diversity, women comprise just over half of the student population (55.5%) and traditional students (under the age of 23) consist of more than half the student population (57.6%). Full-time students represent 73% of the student body; however, part-time students account for the largest growth (8.8%).

Table 5: Student Ethnicity Fall 2012

Race	University Percentage	JMSB Percentage
Caucasian/White	56.17%	53.86%
Native American	29.08%	25.31%
African American	6.43%	6.82%
Hispanic/Latino	3.50%	3.05%
International	3.69%	10.05%
Asian	.78%	.91%
Native Hawaiian/Pacific Islander	.37%	0%

The JMSB enrollment has grown much faster than SE overall with a total growth rate of 13.8% (from 421 to 479). Of these, 431 (90%) are undergraduate students and 48 (10%) are MBA students. Similar to SE overall, the proportion of underclassmen (freshman and sophomores) has decreased from 30.9% to 23.8% of the JMSB undergraduate population. The freshman enrollment is down 13% and the sophomore enrollment is down 15%. However, the JMSB has witnessed an increase in transfer students from junior colleges and upper classman enrollment is up (juniors up by 30.3% and seniors up by 51%).

The JMSB's student population is diverse, but primarily consists of White/Caucasian (53.86%) and Native American (25.31%) students. The largest changes in the JMSB's student body are the increase in Black/African American (26.1%) and Hispanic (20.0%) students. Approximately 69% of students are Oklahoma residents and 16% are Texas residents. Notable changes in residency status are that international student enrollment has increased by 250%. With respect to gender, women comprise just over half of the student population (54.5%). Full-time students represent 65% of the student body; however, part-time students account for the largest growth (46.5%).

In terms of degrees awarded during the past five years, Management has had the largest percentage of graduates (46.6%), followed by Finance (17.8%), and General Business (14.2%). As for current declared majors, General Business has the largest percentage of declared majors (31.1%). However, advisors encourage students to select a specific major; therefore, many of these students are expected to change their major to a specific field. The next largest majors are Management (27.8%), and Accounting (23.4%). It is important to note that while Finance only has 7.4% of declared majors, it has historically produced a significant percentage of graduates. This occurs for two reasons. First, while Accounting has historically had a large percentage of declared majors, many students change their major to Finance after learning about the differences between the two majors. Secondly, many of the current Accounting majors double major in Finance because of the 150 credit hour requirement to sit for the CPA exam and the

increased emphasis by advisors to double major. Many of these double majors are listed only under accounting.

The following table illustrates the breakdown of the student population with respect to declared major and degrees awarded (double majors are not reflected in the table).

Table 6: JMSB Degrees Awarded

Degrees Awarded by Academic Year and Major							
Programs	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	Total	Percentage of Degrees Awarded
BBA Awarded Degrees in:							
Accounting	8	8	5	6	9	36	10.5%
Finance	12	13	10	10	7	52	15.2%
General Business	6	5	14	11	21	57	16.7%
Management	28	30	24	36	39	157	45.9%
Marketing	4	5	7	9	13	38	11.1%
Native American Management Option	1	1	0	0	0	2	<1%
Total Undergraduate Programs	59	62	60	72	89	342	
MBA	9	10	6	11	7	43	
Total Degrees from JMSB	68	72	66	83	96	385	

Table 7: JMSB Enrollment Trends

Student Enrollment (Declared Major)						
Programs	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Percentage of Enrollment
BBA Enrollment in:						
Accounting	69	81	75	93	101	23.4%
Finance	39	44	36	35	32	7.4%
General Business	134	149	148	126	134	31.1%
Management	107	117	113	103	120	27.8%
Marketing	31	31	30	33	40	9.3%
Native American Management Option	2	5	4	3	4	< 1%
Total Undergraduate Programs	382	427	406	393	431	
MBA	39	49	42	33	48	
Total Enrollment in JMSB	421	476	448	426	479	

Student Advising, Career Development and Experiential Learning

The JMSB is dedicated to providing outstanding academic and career advising to our students. All full-time faculty members officially serve as academic advisers to our students. Also, because most of the JMSB faculty members have professional experience in their field, they unofficially serve as career advisors as well. Because the JMSB has small class sizes, low students teacher ratios, and professors advise students in their field, the professors in each discipline get to know their students on a personal level. In addition, faculty members use guest lecturers in some classes to discuss timely topics from an applied perspective.

Civic engagement projects have been utilized to enhance learning of marketing students by having the students apply what they have learned to a real client. During the past fourteen years, students have engaged in more than 50 different projects for local organizations in Durant, Idabel, Ardmore, McAlester, and Sherman/Denison.

A few selected civic engagement projects include:

- Principles of Marketing Class (2010) teams chose St. Catherines, Families Feeding Families, and Victory Life as the basis for their marketing project to provide alternative channels for students seeking to exchange/buy/sell textbooks while raising money for local charity groups.
- The client for the spring 2012 Promotional Strategy class was Sheltered Work Opportunities for Bryan County. Executive Director, C. J. Washington was very pleased with the outcomes and the University received considerable and favorable press regarding the students' contributions.
- Created a marketing plan for the GEAR-UP program on campus. The \$12 million grant would not have been renewed without a marketing plan.
- Promotional fundraising projects for North Texas Youth Connection.
- Byng Grant approved for after school project in McAlester from marketing plan, developed in class and submitted by the graduate students at McAlester.
- Students in MNGT 4663 Entrepreneurship & New Ventures and BUS 5563 Applied Business Projects may volunteer to serve on consulting teams on projects for the Oklahoma Small Business Development Center. Typically, two teams per semester work on projects specifically for the center or for clients who own local businesses.
- Students in MNGT 3343 Small Business Management may volunteer for projects to assist small businesses and/or nonprofits in the local community. In fall, 2012, a team of five students worked to develop a strategic plan for a local nonprofit which provides employment and other assistance to persons with disabilities.

Southeastern students have an opportunity to exhibit research projects at the annual University-wide research symposium named "BrainStorm". This two-day event is open to both undergraduate and graduate students and allows students the opportunity to present research they have been working on in their classes. Both undergraduate and graduate students in the JMSB participate in the BrainStorm event under the guidance of the faculty member in their respective class.

In addition, JMSB students have the opportunity to gain course credit through internships with local businesses. Accounting and Finance students have made good use of this opportunity during the past several years and have completed internships with local banks, financial services firms, insurance firms, CPA firms, the Census Bureau, Choctaw Nation, and Chickasaw Nation. Several students have commented unofficially how rewarding it was to apply knowledge to the business world and to see the types of problems faced on a day-to-day basis. Moreover, often these internships lead to job offers upon graduation. In the spring semester of 2013, eight accounting students were enrolled in internships.

The JMSB also has an ongoing Volunteers in Tax Assistance (VITA) program. Every year accounting students volunteer to assist local tax payers in filing their returns. Last year eight students participated, volunteering an estimated 1,300 hours to the local community. Additionally, for the last two years, auditing students have consulted with non-profit organizations to develop a plan to improve their internal controls.

Student Input into Shared Governance

Under the direction of the Dean of Instruction, the JMSB Student Advisory Council (SAC) serves as an advocacy link between potential, current, and former JMSB students and faculty. Thus, the SAC participates in recruitment and retention of students, and participates in promotional and career opportunity activities.

Student Support Services

As a regional state university, SE provides a wide array of student support services. These services existed at the time of initial accreditation and no noteworthy changes have taken place.

B. Community

The JMSB maintains a good working relationship with local business leaders and values their opinions. This is witnessed by the strong representation of local business professionals on various advisory boards for the JMSB.

C. Faculty

The JMSB faculty is diverse with respect to ethnicity and gender. Of the current faculty members, 86% are Caucasian while 14% are Native American or Hispanic. With respect to gender, females make up just over 28% of the faculty. With respect to age, 36% of the faculty members are under the age of 60. In addition, Dr. George Collier is Professor Emeritus and a member of the Choctaw Nation. His dedication to the University is demonstrated by the fact that he continues to teach and plays an important role as a member of the JMSB faculty.

Faculty Sufficiency, Classification, and Recruitment

AACSB required tables 9-1, 10-1, and 10-2 are provided in Section VI of this report. As shown in Table 10-1, three full-time and four part-time faculty members have been added to the JMSB since our initial accreditation in the fall of 2008. Moreover, in the spring of 2010, SE provided a management professor to a University Center in Ardmore, OK (50 miles from the main campus). These additions to the faculty do not represent growth but were undertaken to replace seven full-time faculty members that retired or left SE. However, these changes have created a faculty that is more diverse with respect to background and training. The JMSB faculty is now less heavily weighted toward faculty with in-field research doctorates and has more faculty members with out-of-field doctorates and more professionally qualified faculty. This shift in faculty composition brings more of a focus on practice than on research in specific business fields. In addition, one new faculty member in Accounting and one new faculty member in Finance have been hired for fall, 2013 and a search is underway for one more faculty member in Finance. A new Marketing faculty position has been approved for fall, 2014 and the search is already underway to fill that position.

The JMSB's policy on the classification of academically and professionally qualified faculty, the criteria guiding the development of intellectual contributions and the classification of participating and supporting faculty is outlined below.

Definition of Academically Qualified

A faculty member, defined as one who is assigned to teach a JMSB class, regardless of contract status (tenured, tenure track, temporary instructor, part-time instructor, non-tenure track, etc.) must possess certain qualifications. For the JMSB a faculty member will be considered academically qualified (AQ) provided s/he meets the following conditions:

1. Possesses a doctoral degree in (or related to) the field in which s/he is teaching and:
 - a. Completes at least 3 (three) quality publications over a rolling 5 (five) year period, or
 - b. Completes 2 (two) quality publications and at least 1 (one) validating academic experience over a rolling 5 year period.

Exceptions:

- i. During the first five years after earning a doctoral degree in (or related to) the field in which s/he teaches, the doctoral degree alone will be sufficient in meeting intellectual currency. After five years, in order for the faculty member to maintain AQ status, a faculty member must meet the intellectual contribution qualifications list above.
- ii. Faculty members who are ABD (All But Dissertation) will be considered AQ for a total of three years including any employment with the JMSB.
- iii. Faculty members who do not possess a doctoral degree but who possess a specialized master's degree and significant publication record will be considered AQ in exceptional circumstances, but this classification will be limited to no more than 10 percent of JMSB faculty.

Definition of Professionally Qualified

A faculty member (anyone assigned to teach a JMSB class, regardless of contract status – tenured, tenure-track, temporary instructor, part-time instructor, non-tenure track, etc.) in the JMSB will be considered professionally qualified (PQ) provided s/he possesses at least a master's degree in business (or a specialized master's degree in business) and meets two of the following conditions:

1. Is currently working full-time (or almost full-time) in business with job responsibilities related to the field in which s/he is teaching, or
2. Has completed 1 (one) quality publication over the past 5 (five) years, or
3. Has completed 2 (two) validating professional experiences over the past 5 (five) years.

Exceptions:

- i. Faculty members who are not currently working in business, but retired from a full-time position in business within the last 5 (five) years will be considered PQ and may continue to pursue PQ status after the 5-year window.
- ii. Businesspeople with doctoral degrees that transition from careers in industry to teaching positions in the JMSB will be considered PQ and may continue to pursue PQ status after the 5-year window.
- iii. Businesspeople with a bachelor's degree and professional certification along with significant professional experience matched to the area of teaching.

Quality Publications and Validating Experiences

A quality publication is a journal article that:

1. Was subjected to a documented formal review process;
2. Included a peer or editorial review; and
3. Is readily available for public scrutiny in a library or through an on-line retrieval service.

Considerations:

- i. The publication outlet must be one that is traditionally subscribed to by a college library or one that is available on-line. A “working paper series” published by a department, for example, is not an acceptable outlet by definition.
- ii. It is assumed that articles appearing in journals listed in Cabell’s *Directory of Publishing Opportunities* have been subjected to a documented formal review process. If the publication outlet is not listed in Cabell’s, it is the author’s responsibility to document the outlet’s manuscript review process.
- iii. Co-authorship of articles is not being addressed at this time. If your name is on an article, it is assumed you made a significant contribution. Adding authors who made little or no contribution to the article is a breach of academic integrity.

A validating experience is an activity or accomplishment that is considered to add value to an independent third-party. Typically, the third-party has “purchased” the talent or expertise of a faculty member, either literally or by selecting the faculty member to perform a highly valued function.

The rationale for a validating experience is that a faculty member possesses a certain degree of current knowledge, skill, or ability that is sought after by the business community or by others in academe.

Examples of validating experiences for academic qualification (AQ) include, but are not limited to the following:

1. A faculty internship where a faculty member works full-time for a company for a minimum period of time (say, at least 5 weeks) and is given a project to complete or set of responsibilities to execute.
2. Major editorial responsibilities such as editor-in-chief or executive director of a journal or practitioner periodical.
3. A funded grant proposal from a major funding agency.
4. Publishing a textbook that is widely adopted.
5. Writing an invited article for an academic journal or a nationally-known practitioner periodical.
6. Obtaining new (and appropriate) professional certification.
7. Authoring a significant part of a major public policy analysis for the University, School, or other University entity.
8. Conducting a significant part of a funded research project including major contribution to a final written report or product.
9. Peer-reviewed proceedings (full paper) from scholarly meetings.

Considerations:

- i. A key litmus test is the duration of time that the activity takes. A faculty internship should involve continuous work in the company, not a once-a-week meeting with middle managers, for example.

- ii. Maintaining professional certifications by accumulating the requisite number of continuing education units does not qualify as a validating experience. It does not pass the test of an independent third-party “purchasing” the talent or expertise of the faculty member. If, by accumulating CEUs (and maintaining certification), the faculty member subsequently engages in an activity sought by a third party, then it is that subsequent activity that may qualify as a validating experience.
- iii. Editing the *Proceedings* for a meeting is not considered a major editorial responsibility, even if the faculty member is invited to do so.
- iv. Serving as one of (perhaps) several editors on an editorial review board or serving as a referee for a journal is also not considered a major editorial responsibility.
- v. Writing a book chapter may (or may not) qualify as a validating experience, depending on the stature of the book publisher and/or the impact of the book.

Examples of validating experiences for professional qualification (PQ) include, but are not limited to the following:

1. Creating and/or delivering executive education seminars that are fully subscribed.
2. Maintaining an active consulting practice with evidence of multiple major clients.
3. Serving as a member of a board of directors for a for-profit business.
4. Writing an invited article for a nationally-known practitioner periodical.
5. Writing a popular press book (such as *Good to Great*) that achieves national (or international) distribution.
6. Delivering speeches around the country to businesspeople through a contractual arrangement with a speaker’s bureau.
7. Authoring reports (from sponsored research) that are widely disseminated.
8. Publishing (and sustaining the publication of) a newsletter or sequence of reports that attracts a robust subscription base.
9. Operating or owning a profitable business with substantial annual revenues.
10. Obtaining new (and appropriate) professional certification or licensure.
11. Delivering a continuing education seminar or certificate program for an industry or trade group.
12. Delivering an invited presentation or training session on a topic relevant to the faculty member’s discipline, to business, trade groups, government or non-profit groups.

Considerations:

- i. A key litmus test is the sustainability of the activity. Being invited to give a keynote address at a convention is admirable, but one such speech may not be sufficient as a validating experience.
- ii. A consulting practice needs to be a regular, ongoing activity that involves many clients and, hopefully, many repeat clients. Doing consulting on an ad hoc basis is not sufficient to qualify for a validating experience.
- iii. Operating a business does not mean operating a picture framing business out of one’s garage, for example. The business should be a major contributor to one’s annual income, not a hobby.
- iv. Examples #7 and #8 might result from working with one of the Centers in the JMSB.

Maintenance of Academic Qualifications for Administrators

To maintain AQ status, the Dean must have at least 2 (two) validating experiences over a rolling 5 (five) year period. Deans who do little to no teaching will be exempt from the peer reviewed journal article or scholarly publication(s) requirement.

Because the University does not allow for Associate Deans in academic departments, the Department Chairs perform administrative duties above and beyond those of typical academic Department Chairs in universities with Associate Deans. Department Chairs must have at least 1 (one) peer-reviewed journal article or scholarly publication over a rolling 5 (five) year period and must have at least 2 (two) validating experiences during the same time frame. Department Chair Administrators who are academically qualified under this paragraph and who return to faculty status will continue to be considered academically qualified for a transition period of three years after leaving the administrative position.

Classifications of Intellectual Contributions

There shall be only three classifications of intellectual contributions for faculty members of the School of Business. These three classifications are 1) Contributions to Practice, 2) Discipline-based Scholarship, and 3) Learning and Pedagogical Research. The definitions to determine the appropriate classification of intellectual contributions are as follows:

- 1) Contribution to Practice- the major emphasis of the intellectual contribution deals with a topic which influences professional practice in the faculty member's field. Articles in practice-oriented journals, creation and delivery of executive education courses, development of discipline-based practice tools, and published reports on consulting. *Comment: Deals with the real world.*
- 2) Discipline Based Scholarship- the major emphasis of the intellectual contribution deals with a topic which adds to the theory or knowledge base of the faculty member's field. Published research results and theoretical innovations qualify. *Comment: Deals with the academic world.*
- 3) Learning and Pedagogical Research – the major emphasis of the intellectual contribution deals with teaching-learning activities of the school. Preparation of new materials for use in courses, creation of teaching aids, and research on pedagogy all should qualify. *Comment: Deals with instructing or teaching.*

The intellectual contributions may encompass one or more of the categories, but shall be classified in accordance with the major emphasis of the intellectual contribution. If the major emphasis cannot be readily ascertained then the intellectual contribution shall be classified in the highest category provided.

Faculty Sufficiency – Participating and Supporting Status

Participating Faculty: To be classified as “participating faculty” the faculty member must be a full or part-time faculty member in the JMSB and must be engaged in the governance of the school of business as a voting faculty member, and must engage in one or more of the following enumerated categories or activities, in addition to their respective teaching duties:

- Participate in the Governance of the JMSB-attend regular scheduled faculty meetings and serve on a school of business standing or special faculty committee.
- Participate in Student-Service Activity-advise students on academic and curriculum matters or sponsor or advise a student group(s) or organization.
- Participate in JMSB Special Project or Activity-serve as a member of a group, consortium or organization as a representative of the JMSB.
- Participate in a University Activity or Project-serve as a member of a University committee, group, consortium, or organization as a representative of the University.
- Participate in a Community Group or Project-serve as a member of a community group, organization, or enterprise as a representative of the University or the JMSB.

- Special Participation in the JMSB—accept the appointment to perform special or specific projects on behalf of the University or the JMSB.

Supporting Faculty: All full-time or part-time faculty members in the JMSB who do not meet the categories or activities for Participating Faculty, shall be deemed Supporting Faculty and are only expected to teach assigned courses and maintain the requisite number of office hours.

Regarding faculty sufficiency, Standards 9 and 10 require meeting minimum percentages regarding both participating and supporting faculty and the mix of AQ, PQ, and other faculty. Table 10-2 reveals that AQ faculty made up 66% of the JMSB overall while AQ+PQ made up 93%. By discipline, the mix for Accounting was 80% AQ and 100% AQ+PQ. For Finance, AQ faculty made up 40% and AQ+PQ made up 60% of the faculty. With the newly hired Finance faculty for the fall 2013 semester, 100% of the Finance faculty will be AQ. Management faculty composition was 61% AQ and AQ+PQ was 97%. Finally, Marketing faculty consist of 89% AQ and 100% AQ+PQ.

Table 9-1 reveals that changes in the faculty composition and assignment have resulted in 80% of the Student Credit Hours (SCHs) being produced by participating faculty for the 2012-2013 academic year for the JMSB overall. Individual disciplines reveals the following:

- Accounting – 74% of the SCHs were produced by participating faculty
- Finance – 93% of the SCHs were produced by participating faculty
- Management – 85% of the SCHs were produced by participating faculty
- Marketing – 65% of the SCHs were produced by participating faculty

Faculty Recruitment

In advertising for full-time faculty, position descriptions are written by the respective department and submitted through the administrative channel for approval. Once approved, these advertisements are placed in nationally recognized sources such as the AACSB *placement service*, or listed in the *Chronicle of Higher Education*. Recruiting part-time faculty generally occurred from contacting local business professionals that were known to possess an expertise needed for a particular class or set of classes.

When search committees are formed to review applications, the search committee members are required to attend a training program concerning equal opportunity and learn what types of questions are appropriate to ask a candidate. Ultimately, the search committee selects the candidate that they believe possesses the strongest skill set for the open position. Background checks are conducted on all candidates before an offer is made.

As a regional state institution of higher education, SE's hiring policies are guided by the Oklahoma Board of Regents for Higher Education and detailed in sections 4.1.1 through 4.1.6 of Southeastern Oklahoma State University's *Academic Policies and Procedures Manual*. Combined, these sections cover important issues such as appointment to regular faculty, appointment to supplemental faculty, appointments to the summer teaching faculty, full and part-time appointments, hiring procedures and guidelines, and nepotism, respectively. Section 4.2 covers the Endowed Chair policy.

Evaluation System, Promotion, and Tenure

All faculty members at SE are subject to annual reviews of performance in the critical areas of teaching, scholarship, and service. Additionally, faculty members who have significant administrative duties are evaluated on that facet of performance as well. Details of the SE Faculty Evaluation System are

contained in sections 4.4.1 through 4.4.6 of Southeastern Oklahoma State University's *Academic Policies and Procedures Manual*. These sections provide an introduction to the evaluation process, and explain the faculty evaluations system, the procedural principles and guidelines, the faculty development evaluation process, provide a faculty evaluation guide, and the faculty grievance policy, respectively. In addition, each year, the Dean sends Endowed Chairs a letter requesting that they provide a narrative of their activities during the previous academic year. The Dean reviews the report and makes recommendation to the President.

Promotion and tenure procedures for all faculty members at SE are detailed in sections 4.5 and 4.6 of Southeastern Oklahoma State University's *Academic Policies and Procedures Manual*. Section 4.5 discusses rank, promotion in rank, and outlines the promotion process. Section 4.6 discusses all aspects of tenure and details the process that SE follows. In 2012, the Dean of Instruction began meeting with all applicants for promotion or tenure and provided them with specific guidelines to follow in assembling the promotion and/or tenure package. This process has resulted in more uniform packages for the review committee to evaluate. Moreover, promotion and tenure policies were revised in 2013 from a joint effort of the Faculty Senate and University Administration to streamline the process.

General Faculty Development

Several University sponsored development opportunities for faculty have been provided during the past few years. In the fall of 2008, the Southeastern Organizational Leadership Development (SOLD) program was established. The program was developed to enhance the skills of employees and to promote involvement, encouragement, and excitement about the University. In the spring of 2010, SE implemented a requirement that all faculty teaching online classes must achieve online certification (a 40-hour professional development program). All JMSB faculty members have obtained, or are in the process of obtaining, the required certification. Because all JMSB faculty teach online courses, this initiative should result in producing better quality courses. During the fall 2012 semester, SE purchased a subscription to "Quality Matters" – a faculty centered peer-review process that is designed to certify the quality of online and blended courses. Full-time faculty who teach online or plan to teach online courses that had not completed their certification under the prior system were required to utilize Quality Matters to complete their certification.

In 2011, SE provided an online training class for faculty and staff to prepare them to act in the case of a disaster (natural or otherwise). National Incident Management System (NIMS) is required and was completed by all faculty members and staff. The intent was to create a body that could respond appropriately if a disaster occurred. If a disaster occurs, the response should result in better protecting our faculty, staff, students, administrators, and property.

Another SE sponsored faculty training initiative was introduced for the summer of 2012 to assist faculty in identifying at-risk students. The online training course was designed to prepare faculty to identify students that are exhibiting worrisome signs, assist the faculty member in engaging the student in a dialog to help identify the source of the problem, and guide the student to a resource that can assist them in mitigating the problem.

At the beginning of the fall 2012 semester, the Dean of Instruction hosted the first annual SE Faculty Symposium. The two-day event included multiple workshops presented by 37 presenters and panelists made up of faculty, staff and administrators. This was repeated in the fall, 2013 and has become an annual event.

Changes in Faculty Resources and Faculty Professional Development

Faculty members have a variety of resources at their disposal to enhance their professional development. SE has SPSS licenses that permit researchers to access SPSS to use basic statistical functions in their teaching and research. Additionally, faculty members are granted release time (teach nine credit hours per semester), have graduate research assistants that are available for approximately four hours per week, and secretarial assistance is available.

SE has a mini-grant program that provides funds for research, including travel to conferences. Traditionally, SE would cover 75% of the travel cost (up to established limits) and the faculty member would cover the remaining 25% (unless covered by the dean). In 2012, minor changes were made to the program. Currently, 100% of allowable expenses are covered, but faculty members are limited to one request per year. This reduces out-of-pocket cost for faculty that have not been active, but increases out-of-pocket cost for faculty that are active presenters at conferences or serve of boards of professional organizations.

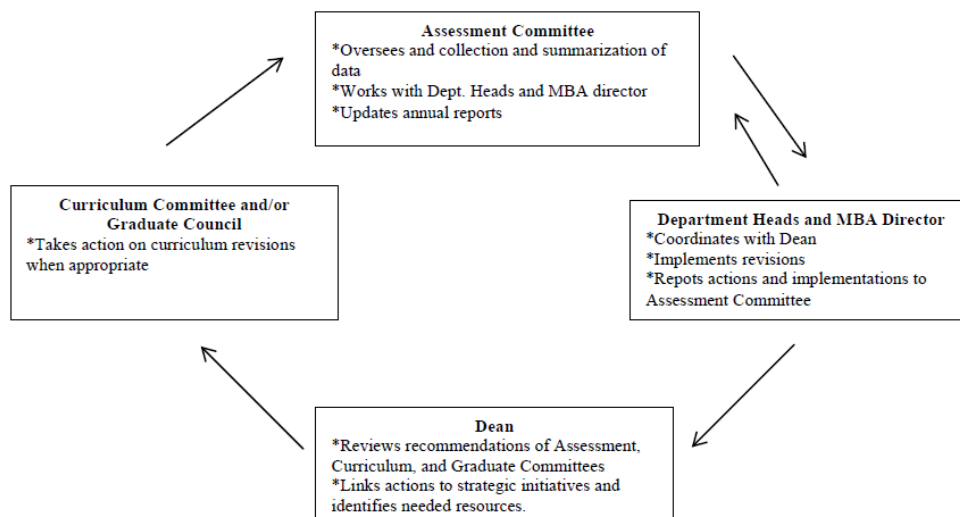
V. ASSURANCE OF LEARNING

A. Overview

Assurance of Learning is a faculty-driven process in the JMSB. The responsibility for this process is assigned to the Assessment Committee, which is comprised of six members, five of whom are from the business faculty and one of whom is from the aviation faculty. The committee also has a mix of graduate and undergraduate faculty.

In consultation with faculty, the Assessment Committee develops a structured plan to assess student performance regarding each objective in the BBA and MBA programs. Objectives are measured using a variety of techniques: Case studies, projects, presentations, course embedded assessments, the Major Field Test and the CompXM exam. Necessary curriculum changes are recommended by the committee and forwarded through the appropriate processes. Assessment Committee activities, student goals and objectives, and rubrics will be made available for the AACSB team during its visit.

Figure 5: AOL Process



B. Undergraduate Degree Programs – Assurance of Learning

Goal 1: Communication. JMSB graduates will be effective communicators with the ability to prepare and deliver oral and written presentations using appropriate technology.

Objective a. JMSB students will create well-written documents on a business topic.

Objective b. JMSB students will deliver an effective oral presentation on a business topic.

Goal 2: Problem Solving. JMSB graduates can apply critical thinking skills, quantitative methods and technology to problem solving.

Objective a. JMSB students will demonstrate a working knowledge of the problem solving method.

Goal 3: Ethics. JMSB students possess the knowledge and understand the significance of making ethical business decisions.

Objective a. Students will demonstrate an understanding of the process of making ethical decisions.

Goal 4: Leadership and Teamwork. JMSB graduates possess the leadership skills necessary to give direction and guidance, and to delegate work tasks in a manner which proves to be effective and which motivates others to do their best in both a manager/subordinate and a team setting.

Objective a. JMSB students will demonstrate the ability to initiate and carry out projects in a group setting.

Goal 5: Business Knowledge. JMSB graduates will have an understanding of the functional areas of business and how they relate to each other.

Objective a. JMSB students will demonstrate a working knowledge of each functional area of business. The table below summarizes the assessments conducted and the courses where the assessments were conducted.

Table 8: BBA Assessment Matrix

Learning Goal	Objective	Method of Assessment	Course
Communication: JMSB graduates will be effective communicators with the ability to prepare and deliver oral and written presentations using appropriate technologies.	a. Students will create well written documents on a business topic.	Direct (observation using Written Communication Rubric).	MNGT 4633
		Indirect (senior exit survey, question 26 – “The courses and faculty in the JMSB helped develop my writing skills.”)	
	b. Students will deliver an effective oral presentation on a business topic.	Direct (observation using Oral Communication Rubric).	MNGT 4633
		Indirect (senior exit survey, question 27 – “The courses and faculty in the JMSB helped develop my presentation skills.”)	

Problem Solving: JMSB graduates can apply critical thinking skills, quantitative methods and technology to problem solving.	a. Students will demonstrate a working knowledge of the problem solving method.	Direct (embedded test questions)	ACCT 2103
		Direct (CompXM exam in capstone simulation)	MNGT 4633
		Direct (quantitative business analysis portion of MFT)	
		Indirect (senior exit survey question 23 – “The courses and faculty in the JMSB helped develop my ability to analyze a complex situation.”)	
Ethics: School of Business students possess the knowledge and understand the significance of making ethical business decisions.	a. Students will demonstrate an understanding of the process of making ethical decisions.	Direct (MFT)	
		Indirect (senior exit survey question 25 – “The courses and faculty in the JMSB helped develop my ethical sensitivity.”)	
Leadership and Teamwork: JMSB graduates possess the leadership skills necessary to give direction and guidance, and to delegate work tasks in a manner which proves to be effective and which motivates others to do their best in both a manager/subordinate and a team setting.	a. Students will demonstrate the ability to initiate and carry out projects in a group setting.	Indirect (peer evaluations for group simulation project)	MNGT 4633
		Indirect (senior exit survey question 29 – “The courses and faculty in the JMSB helped develop my ability to work effectively in teams.”)	
		Indirect (senior exit survey question 30 – “The courses and faculty in the JMSB helped develop my leadership abilities.”)	
Business Knowledge: JMSB graduates will have an understanding of the functional areas of business and how they relate to each other.	a. Students will demonstrate a working knowledge of each functional area of business.	Direct (MFT)	

Examples of BBA Curriculum/Co-Curriculum Interventions Resulting from Analysis of Assessment Results

- Effectively communicate orally and in writing.
 - To improve oral communication, several instructors have added oral presentations to non-core courses as a means of providing more practice and feedback to students.
 - Specialists from outside the JMSB were asked to help evaluate and provide feedback for student presentations. This includes instructors from the Theater department and the Center for Rhetoric & Professional Development.
 - The Management, Marketing, and General Business department have begun the process to add COMM 4983 (an advanced speech communication course from the Center for Rhetoric and Professional Development) as an elective for each of these three majors.
 - Written communications (as scored by the Written Rubric) has fallen into the “needs improvement” category. The Management, Marketing, and General Business department

have begun the process to add ENG 4983 (an advanced writing communication course from the Center for Rhetoric and Professional Development) as an elective for each of these three majors.

2. Problem solving.
 - The Major Field Test because a course requirement for Management 4633 (Business Policy Capstone course) in the fall of 2012 with a minimum score of 130 (approximately the 50th percentile). This course requirement must be completed in order to pass the course.
 - There are conflicting results of the various methods of assessing problem solving. Analysis of cases using the JMSB problem solving rubric, embedded test questions in the Managerial Accounting course, the CompXM exam, and the Major Field Test indicate different levels of achievement. The JMSB assessment committee will need to determine which of these measures is the most valid for future assessment.
3. Ethics.
 - Ethics is assessed using the Major Field Test and results have been satisfactory.
 - Beginning in the spring 2013, case studies from BUS 3333 (Business Ethics) will be evaluated using the JMSB ethics rubric to validate the MFT results.
4. Leadership, Teamwork, Collaboration.
 - Results from peer evaluations for group work in core courses and the senior exit survey indicate little problem in this area, the means are higher and standard deviations lower for face-to-face courses than for online courses. Thus, the Assessment Committee will need to look for ways to enhance virtual teaming skills.
5. Business Knowledge.
 - As noted above, the Major Field Test is now required with a minimum score of 130. Since the implementation of this requirement, scores have improved overall.

The results of the Major Field Test for the 2010-2011, 2011-2012 and 2012-2013 academic years are available on the JMSB website at <http://homepages.se.edu/bus/aacsb-maintenance/> . Hard copies will be available to the AACSB Maintenance of Accreditation Review Team.

C. Graduate Degree Programs- Assurance of Learning

Current MBA goals were developed by the JMSB graduate faculty in the spring 2012 semester. It should be noted that the MBA went to a 100% online format with eight-week courses beginning with the fall 2012 semester. The reason for the change was to remain competitive in our target market (working professionals) by offering a more convenient delivery option and providing the opportunity to complete the program in less time. Due to the change in delivery method, the MBA learning goals are currently being reviewed to ensure sufficiency for the online environment.

Goal 1: Communication. JMSB MBA students will demonstrate an ability to effectively communicate orally and in writing.

Objective a. To craft thoughtful solutions to business problems and communicate those solutions in executive-quality written documents.

Objective b. To craft and deliver executive-quality oral presentations and defend proposed solutions.

Goal 2: Analysis: To use appropriate analyses to screen and analyze data to improve the operation of an organization.

Objective a. Use appropriate statistical, financial, and qualitative techniques to analyze problems and recommend appropriate solutions focusing on creating a sustainable competitive advantage.

Objective b. Use appropriate financial analysis to maximize the long-run value of the firm.

Goal 3: Teamwork. To effectively participate as a member of a team.

Objective a. To work and communicate effectively with team members to accomplish a team goal.

Objective b. To complete individual assignments in support of a team goal in a timely manner.

Objective c. To work with individuals of diverse backgrounds to achieve team goals.

Goal 4: Critical and Ethical Thinking. To display critical and ethical thinking to solve complex multi-faceted business problems in a global environment.

Objective a. Use appropriate statistical, financial, and qualitative techniques to analyze problems and recommend appropriate solutions focusing on creating a sustainable competitive advantage.

Objective b. Use appropriate financial analysis to maximize the long-run value of the firm.

Table 9: MBA Assessment Matrix

Learning Goal	Objective	Method of Assessment	Course
Communication: JMSB MBA students will demonstrate an ability to effectively communicate orally and in writing.	a. To craft thoughtful solutions to business problems and communicate those solutions in executive-quality written documents.	Direct (Written communication rubric for JMSB MBA program)	BUS 5563 (Behavioral Management)
	b. To craft and deliver executive-quality oral presentations and defend proposed solutions.	Direct (Oral communication rubric for JMSB MBA program)	MKT 5243 (Marketing Management) [currently being assessed]
Analysis: JMSB MBA students will be able to use appropriate analyses to screen and analyze data to improve the operation of an organization.	a. Use appropriate statistical, financial, and qualitative techniques to analyze problems and recommend appropriate solutions focusing on creating a sustainable competitive advantage.	Direct (embedded course assessment)	FIN 5213
	b. Use appropriate financial analysis to maximize the long-run value of the firm.		

Teamwork: JMSB MBA students will be able to effectively participate as a member of a team.	a. To work and communicate effectively with team members to accomplish a team goal.	Peer evaluations are used to assess teamwork.	
	b. To complete individual assignments in support of a team goal in a timely manner.		
	c. To work with individuals of diverse backgrounds to achieve team goals.		
Critical and Ethical Thinking: JMSB MBA students will display critical and ethical thinking to solve complex multi-faceted business problems in a global environment.	a. Use appropriate statistical, financial, and qualitative techniques to analyze problems and recommend appropriate solutions focusing on creating a sustainable competitive advantage.	Direct (embedded course assessment)	FIN 5213
	b. Use appropriate financial analysis to maximize the long-run value of the firm.		

D. “Closing the Loop”: Summary of Significant Recent Actions Resulting from Aol Processes

The following examples represent some of the course modifications and requirements made in the JMSB as a result of the assessment process.

Examples of BBA Curriculum/Co-Curriculum Interventions Resulting from Analysis of Assessment Results

1. Effectively communicate orally and in writing.
 - To improve oral communication, several instructors have added oral presentations to non-core courses as a means of providing more practice and feedback to students.
 - Specialists from outside the JMSB were asked to help evaluate and provide feedback for student presentations. This includes instructors from the Theater department and the Center for Rhetoric & Professional Development.
 - The Management, Marketing, and General Business department have begun the process to add COMM 4983 (an advanced speech communication course from the Center for Rhetoric and Professional Development) as an elective for each of these three majors.
 - Written communications (as scored by the Written Rubric) has fallen into the “needs improvement” category. The Management, Marketing, and General Business department have begun the process to add ENG 4983 (an advanced writing communication course from the Center for Rhetoric and Professional Development) as an elective for each of these three majors.

2. Problem solving.
 - The Major Field Test because a course requirement for Management 4633 (Business Policy Capstone course) in the fall of 2012 with a minimum score of 130 (approximately the 50th percentile). This course requirement must be completed in order to pass the course.
 - There are conflicting results of the various methods of assessing problem solving. Analysis of cases using the JMSB problem solving rubric, embedded test questions in the Managerial Accounting course, the CompXM exam, and the Major Field Test indicate different levels of achievement. The JMSB assessment committee will need to determine which of these measures is the most valid for future assessment.
3. Ethics.
 - Ethics is assessed using the Major Field Test and results have been satisfactory.
 - Beginning in the spring 2013, case studies from BUS 3333 (Business Ethics) will be evaluated using the JMSB ethics rubric to validate the MFT results.
4. Leadership, Teamwork, Collaboration.
 - Results from peer evaluations for group work in core courses and the senior exit survey indicate little problem in this area, the means are higher and standard deviations lower for face-to-face courses than for online courses. Thus, the Assessment Committee will need to look for ways to enhance virtual teaming skills.
5. Business Knowledge.
 - As noted above, the Major Field Test is now required with a minimum score of 130. Since the implementation of this requirement, scores have improved overall.

Examples of MBA Curriculum/Co-Curriculum Interventions Resulting from Analysis of Assessment Results

Two events have changed the method of assessment in the JMSB MBA program. One is that the MBA goals were revised in the spring, 2012 and in the fall, 2012 semester, the MBA program delivery became 100% online.

1. Communication.
 - Oral and written communication were assessed by the Assessment Committee in the spring, 2012 semester. Both areas fell in the “needs improvement” category. The oral communication was an in-class presentation that was recorded. Since then, we have moved the MBA to 100% online.
 - Oral communication is currently being assessed (Summer/Fall 2013) from the Marketing Management course. These presentations are voice-over power points. After this assessment, the oral communication goal will be revisited to bring it into line with the online delivery of the program.
2. Analysis
 - Results from two semesters of embedded course assessment indicate that less than 10% of students failed to meet or exceed expectations.
3. Teamwork
 - Peer evaluations are used to assess teamwork.
4. Critical and ethical thinking
 - Results from two semesters of embedded course assessment (critical thinking) indicate that less than 10% of students failed to meet or exceed expectations.
 - The term “global environment” was removed from JMSB MBA goal 4 by vote of the JMSB graduate faculty (email vote) because the current MBA curriculum does not include any courses oriented toward international business.

VI. AACSB Tables – 2-1, 2-2, 9-1, 10-1 and 10-2

TABLE 2-1: Five-Year Summary of Intellectual Contributions												
(5-year) 2009-2013												
Faculty	Portfolio of Intellectual Contributions									Summary of Types of ICs		
	Peer Reviewed Journals	Research Monographs	Books	Chapters	Peer Reviewed Proceedings	Peer Reviewed Paper Presentations	Faculty Research Seminar	Non-Peer Reviewed Journals	Others	Learning & Pedagogical Research	Contributions to Practice	Discipline-Based Research
Accounting												
Combs	3					3				1	5	
Hrcir	6				5	5			7	8	14	1
Smith	7		4	1	4			1	1	8	9	1
<i>Clark, J</i>												
Finance												
Prather	12		1		5	13			3	7	8	19
Romer	1				1	1					3	
<i>Burrage, S</i>												
<i>Clark, G</i>												
Management												
Bressler	13				12	11			5	6	16	19
Campbell	2				2	5				3	3	3
Howard	2				2	3			6	9	3	1
Leird									4	2	2	
Speers	2				2	3				3	1	3
Stevens	17		4		10	2				9	10	14
VonBergen	22				4	6				1	26	5
<i>Canipe</i>												
<i>Collier</i>												
Marketing												
Haley	3				3	5				11		
Silver	13		3		10	3				3	5	21
<i>Hendrick</i>												
Total	103		12	1	60	60		1	26	71	105	87

TABLE 2-2: Five-Year Summary of Peer Reviewed Journals and Number of Publications in Each AND PROFESSIONAL RESPONSIBILITIES	
2009-2013	
Peer Reviewed Journals	Number of Articles
Academy of Entrepreneurship Journal	1
Academy of Information and Management Sciences Journal	1
Administrative Issues Journal	4
Business Research Yearbook: Global Business Perspectives	6
Business Studies Journal	1
CPA Focus	2
Development and Learning In Organizations: An International Journal	1
Emerging Markets Case Studies Collection	1
Employee Relations Law Journal	1
Entrepreneurial Executive	1
Financial Services Review	1
Franklin Business & Law Review Quarterly Journal	2
Fraud Magazine	1
Global Perspectives on Accounting Education	1
Health Marketing Quarterly	1
Insights to a Changing World - Franklin Publishing	1
International Journal of Bank Marketing	1
International Journal of Business and Social Science	1
International Journal of Business Research	1
International Research Journal of Applied Finance	1
International Review of Financial Analysis	1
Issues in Information Systems	1
Journal of Applied Case Research	2
Journal of Behavioral Studies in Business	1
Journal of Business and Economic Perspectives	1
Journal of Business & Entrepreneurship	2
Journal of Business and Leadership: Research, Practice, and Teaching	1
Journal of Business Issues	1
Journal of Digital Forensics, Security and Law	1
Journal of Economics and Finance	2
Journal of Financial Crime	1
Journal of Financial Risk Management	1
Journal of Hospitality Marketing & Management	1
Journal of Human Resources Education	1
Journal of Interdisciplinary Business Studies	1
Journal of International Finance and Economics	1
Journal of International Finance Studies	1
Journal of the International Academy for Case Studies	1
Journal of Legal, Ethical and Regulatory Issues	1
Journal of Management and Marketing Research	1
Journal of Marketing Education	1

Journal of Organizational Culture, Communications and Conflict	1
Journal of Services Marketing	1
Leadership & Organizational Management	2
Marketing Education Review	1
Mustang Journal of Law and Legal Studies	2
Mustang Journal of Marketing and Management	1
Public Personnel Management	1
Regional Business Review	1
Research in Business and Economics Journal	2
The Accounting Educators Journal	1
The CPA Journal	1
The Exchange	1
The Journal of Education for Business	1
The Journal of Index Investing	1

Table 9 -1 for AY 2012-2013																	
Summary of Faculty Sufficiency in Discipline and School																	
(RE: Standard 9 - Using Student Credit Hours)																	
Faculty	Participating or Supporting (P or S)	Summer 2012				Fall 2012				Spring 2013				Total			
		SCH	SCH if P	SCH if S	P / (P + S)	SCH	SCH if P	SCH if S	P / (P + S)	SCH	SCH if P	SCH if S	P / (P + S)	SCH	SCH if P	SCH if S	P / (P + S)
COMBS D	P	63	63			213	213			216	216			492	492		
HRNCIR T	P	30	30			354	354			282	282			666	666		
RICHARDS RH	P	84	84			0	0			0	0			84	84		
SMITH S	P	0	0			156	156			75	75			231	231		
CLARK J	S	48		48		75		75		0		0		123		123	
DANIELS G	S	0		0		69		69		0		0		69		69	
JONES C	S	0		0		0		0		108		108		108		108	
MAWER W	S	0				129		129		21		21		150		150	
METTS S	S	0		0		0		0		66		66		66		66	
Accounting Total		225	177	48	79%	996	723	273	73%	768	573	195	75%	1989	1473	516	74%
PRATHER L	P	6	6			90	90			66	66			162	162		
ROMER D	P	130	130			168	168			210	210			508	508		
BURRAGE S	S	15		15		0				36		36		51		51	
Finance Total		151	136	15	90%	258	258	0	100%	312	276	36	88%	721	670	51	93%
BRESSLER M	P	24	24			300	300			300	300			624	624		
CAMPBELL K	P	120	120			243	243			306	306			669	669		
HOWARD R	P	162	162			276	276			237	237			675	675		
LEIRD R	P	0				129	129			312	312			441	441		
SPEERS J	P	93	93			282	282			237	237			612	612		
STEVENS R	P	81	81			105	105			168	168			354	354		
VONBERGEN	P	0				324	324			213	213			537	537		
CANIPE Y	S	0				342		342		279		279		621		621	
COLLIER G	S	0				72		72		0				72		72	
Management Total		480	480	0	100%	2073	1659	414	80%	2052	1773	279	86%	4605	3912	693	85%
HALEY D	P	72	72			123	123			234	234			429	429		
SILVER L	P	42	42			210	210			81	81			333	333		
HENDRICK K	S	87		87		213		213		105		105		405		405	
Marketing Total		201	114	87	57%	546	333	213	61%	420	315	105	75%	1167	762	405	65%
JMSB Total		1057	907	150	86%	3873	2973	900	77%	3552	2937	615	83%	8482	6736	1665	80%

TABLE 10-1: SUMMARY OF FACULTY QUALIFICATIONS, DEVELOPMENT ACTIVITIES, AND PROFESSIONAL RESPONSIBILITIES												
(RE: Standard 10)												
(5-year) 2009-2013												
Name	Highest Earned Degree & Year	Date of First Appointment to School	Percent of Time Dedicated to the School's Mission	Academically Qualified	Professionally Qualified	Other	Five-Year Summary of Development Activities Supporting AQ or PQ Status					Normal Professional Responsibilities
							Intellectual Contributions	Professional Experience	Consulting	Professional Development	Other Professional Activities	
Accounting												
Combs	MTax2010	2008	100%	Yes			6					UG, RES, SER
Hrncir	PhD 1994	1996	100%	Yes			23					UG, RES, SER
Smith	PhD 1978	2006	100%	Yes			18					UG/GR, ADM, RES, SER
Clark, J	JD 2001	2008	25%		Yes							UG
Daniels, G.	MBA 1998	2012	25%		Yes							UG
Jones, C	JD 2006	2013	25%		Yes							UG
Mawer, W	JD 1973	2013	25%	Yes								UG
Metts, S.	MBA 2008	2013	25%		Yes							UG
Finance												
Prather	PhD 1995	2006	100%	Yes			34					UG/GR, RES, SER
Romer	DBA 2006	2007	100%			Yes	3					UG, RES, SER
Burrage, S	BBA 1975	2012	25%		Yes							UG
Clark, G	BS 2001	2011	25%		Yes							UG
Management												
Bressler	EdD 1995	2010	100%	Yes			41					UG/GR, RES, SER
Campbell	EdD 2000	1997	100%	Yes			9					UG, ADM, RES, SER
Howard	MBA 2007	2010	100%		Yes		13					UG, RES, SER
Leird	MBA 2005	2011	100%		Yes		4					UG, RES, SER
Speers	PhD 1992	1999	100%	Yes			7					UG/GR, RES, SER
Stevens	PhD 1971	2006	100%	Yes			33					UG/GR, RES, SER
VonBergen	PhD 1974	1997	100%	Yes			32					UG/GR, RES, SER
Canipe	PhD 1972	2011	100%		Yes							UG, GR
Collier	PhD 1978	1972	25%			Yes						GR
Marketing												
Haley	PhD1986	1998	100%	Yes			11					UG, RES, SER
Silver	DBA 2000	2006	100%	Yes			29					UG/GR, RES, SER
Hendrick	MBA 2007	2011	25%		Yes							UG
Total							263					

TABLE 10-2: Calculations Relative to Deployment of Qualified Faculty AY12-13						
(RE: Standard 10)						
Name	Qualification (AQ, PQ, O) from Table 10-1	AQ Faculty % of Time Devoted to Mission from Table 10-1	PQ Faculty % of Time Devoted to Mission from Table 10-1	Other Faculty % of Time Devoted to Mission from Table 10-1	Qualification Ratios per Std 10	
					AQ Minimum = 50%	AQ+PQ Minimum = 90%
Accounting						
Combs	AQ	100%				
Hrncir	AQ	100%				
Smith	AQ	100%				
Clark, J	PQ		25%			
Daniels, G	PQ		25%			
Jones, C	PQ		25%			
Mawer, W	AQ	25%				
Metts, S	PQ		25%			
TOTAL ACCOUNTING					75%	100%
Finance						
Prather	AQ	100%				
Romer	O			100%		
Burrage, S	PQ		25%			
Clark, G	PQ		25%			
TOTAL FINANCE					40%	60%
Management						
Bressler	AQ	100%				
Campbell	AQ	100%				
Howard	PQ		100%			
Leird	PQ		100%			
Speers	AQ	100%				
Stevens	AQ	100%				
VonBergen	AQ	100%				
Canipe	PQ		100%			
Collier	O			25%		
TOTAL MANAGEMENT					61%	97%
Marketing						
Haley	AQ	100%				
Silver	AQ	100%				
Hendrick	PQ		25%			
TOTAL MARKETING					89%	100%
TOTAL FOR SCHOOL					65%	93%

VI. ANNUAL MAINTENANCE REPORT

Since its initial accreditation in 2008, the JMSB has maintained a maintenance report annually. The JMSB Annual Reports are available on the JMSB website at <http://homepages.se.edu/bus/aacsb-maintenance/>. Hard copies of the Annual Reports will be available to the AACSB Maintenance of Accreditation Review Team.

VII. POLICIES FOR FACULTY MANAGEMENT

As a unit of SE, the JMSB policies and procedures for faculty management must be consistent with those of the University and its governing bodies - the Oklahoma State Regents for Higher Education (OSRHE) and the Regional University System of Oklahoma (RUSO). The OSRHE System is the state's legal structure for providing public education at the collegiate level and prescribes standards of higher education applicable to each institution. The RUSO System governs SE and the other five regional universities in the State through providing guidance in the areas of: (1) Administration; (2) Finance and Management; (3) Academic Affairs; (4) Student Affairs, and (5) General Policies. These policies follow the traditional policies commonly employed at public universities in the United States, including faculty recruitment, retention, and development as well as promotion requirements and mandatory tenure review. The electronic version of the Southeastern Academic Policies and Procedures Manual is available on the SE website at <http://www.se.edu/academic-affairs/policies-and-procedures/>. A hard-copy of the Manual will be available to the AACSB Maintenance of Accreditation Review Team.

In addition, the JMSB maintains the policies and procedures for classifying faculty as AQ and PQ as well as participating and supporting. The electronic version of these policies and procedures is available on the JMSB website at <http://homepages.se.edu/bus/aacsb-maintenance/>. A hard-copy will be available to the AACSB Maintenance of Accreditation Review Team.

ACCREDITATION REVIEW TEAM REPORT - Business

Southeastern Oklahoma State University John Massey School of Business

I. Team Recommendation

A. *Accreditation Recommendation*

Continuous Improvement Review Two to take place in the following year to examine the specific accreditation standards-related problems cited in the Accreditation Review Visit Report, along with the respective reporting expectation, reporting date and the expectations for accomplishments. Concurrence by the Continuous Improvement Review Committee is required prior to official notification.

B. *Team Recommendation Review Schedule:* The Continuous Improvement Review Committee will meet Monday, December 9, 2013.

II. Identification of Areas That Must Be Addressed:

The 2008 initial accreditation review mentioned four areas that needed to be addressed prior to the next continuous improvement review. The school has made progress in all areas.

- Refine the strategic plan to connect more closely with financial strategies that incorporate the allocation of resources around key objectives (Standard 4: Continuous Improvement Objectives).
During the 2008-2009 academic year, the John Massey School of Business (JMSB) dean, faculty and staff began formal and informal discussions concerning revisions to the strategic plan. Faculty members continue to meet at least annually with outside consultants (David Martin, Danny Arnold, or GERALYN Franklin) and continuously monitor and fine tune the plan. A new mission was approved in 2013.
- Further enhance the assurance of learning process at the MBA level (Assurance of Learning Standards 18 and 19)

The JMSB has taken particular steps in implementing the training of faculty in AOL concepts. In December 2008, several faculty members of the JMSB's AOL committee attended the AACSB Assessment conference in Dallas, Texas. In 2009, Professor David Martin, Dean, St. John Fisher College, delivered a full-day seminar for the JMSB faculty.

After the training seminars, and with faculty concurrence, the AOL committee:

- Reduced the ten goals to a more manageable five.

- Developed goal-specific rubrics for course-embedded assessment, which would allow goal statistics to be generated independent of faculty and course.
- Developed an assessment plan that required less data collection than the earlier process.

During the 2009-2010 academic year, the AOL committee met to refine goals and develop rubrics. The rubrics and processes were finalized in the spring 2011. The data from the rubrics has been captured and are currently being evaluated.

- Improve career awareness of professional opportunities for undergraduate and graduate students (Standard 8: Staff Sufficiency-Student Support).

Southeastern University (SE) and the JMSB employ a number of activities in and out of the classroom to develop career awareness. At the university level, this includes career development and preparation workshops, as well as internship and job opportunities. Within the JMSB, many faculty members bring in guest lecturers not only to speak on various topics, but also to provide students with information regarding career opportunities.

SE's Career Management Center hosts several annual job fairs and various workshops (interviewing and soft skills, resume prep and related topics). The JMSB Accounting/Finance Club hosts events that bring professionals (e.g., FBI agents, Census Bureau employees) into the classrooms. The JMSB also provides students with internship opportunities during their senior year. The students receive college credit and job experience during the semester-long internship. Many of these internships lead to job offers upon graduation.

- The school should continue to diversify the faculty with special efforts on race and gender (Eligibility Criteria D: Diversity).

Southeastern and the John Massey School of Business make every effort to diversify the faculty. Every job announcement includes the following statement "SE is an AA/EEO employer committed to multicultural diversity'. In addition, Southeastern requires yearly search committee member training and closely monitors every search to insure that the university is in full compliance

The JMSB faculty is diverse with respect to ethnicity, gender, age and geography. Of the current faculty members, 86% are Caucasian while 14% are Native American or Hispanic. With the addition of Drs. Chen and Malimage, the current faculty diversity ratios are as follows: 80% are Caucasian, while 20% are Native American, Hispanic or Asian. With respect to gender, females make up just over 28% of the faculty. With respect to age, 36% of the faculty members are under the age of 60. With respect to gender, females make up just over 27% of the faculty. With respect to age, 40% of the faculty members are under the age of 60. In addition, Dr. George Collier is Professor Emeritus and a member of the Choctaw Nation. His dedication to the University is demonstrated by the fact

that he continues to teach and plays an important role as a member of the JMSB faculty.

- Identification of areas that must be addressed during the 6th Year Review citing the specific accreditation standard(s) relevant to the issue(s) to be addressed and the reporting that is required.

We find that JMSB is deficient relative to Standard 15: Curricular Management. Specifically, that the JMSB must take the following specific actions by the end of the 6th Year Review:

1. Using the existing Assurance of Learning process, develop a specific plan for the measurement of all MBA learning objectives over the next 4 years.
2. At **least one** of these MBA learning objectives should be measured within the 6th year review period with a subsequent curriculum intervention. A plan for further measurement of the effect of the curricular change should be included in the overall AOL plan.
3. Develop a detailed plan for the systematic measurement and analysis of BBA learning objectives. As JMSB is further along with their analysis of BBA learning objectives, the plan should include **at least two** documented curricular interventions and subsequent measurement of the effects of these changes.

In totality, the required actions should result in the movement of JMSB toward ensuring compliance with Standard 15 of the 2003 AACSB Standards (Standards 8 & 9 of the 2013 review) before their next review in 2018.

III. Relevant Facts and Assessment of Strengths and Weaknesses in Support of the Team Accreditation Recommendation

A. Situational analysis:

The John Massey School of Business (JMSB) at Southeastern Oklahoma State University (SE) received AACSB initial accreditation in 2008. SE is one of 11 public regional universities in the state of Oklahoma, but the only regional to AACSB accreditation. In Oklahoma, the only other institutions of higher learning that have colleges/schools of business accredited by AACSB are the two flagship state universities (Oklahoma State University and University of Oklahoma) and a private university (University of Tulsa).

The JMSB offers five BBA majors (one with an additional specialized focus) and an online MBA degree with an eight-week course format. The JMSB also includes the Aviation Institute which grants two Bachelors' degrees and one Masters' degree. The programs and degrees for the Aviation Institute have been excluded from AACSB consideration due to: a) independence, b) distinctiveness,

c) the Institute being subject to their own accreditation, and d) because the programs are such a specialized field.

The School of Business has many different unique strengths and opportunities that have a positive impact on the quality of the business school. These include:

The JMSB enjoys nine Endowed Chairs and two Endowed Professorships. This allows for the school to recruit and retain faculty consistent with the mission of the Massey school.

The JMSB has an affordable tuition structure which allows for the effective recruitment and retention of students.

SE was selected to the 2012 President's Higher Education Community Service Honor Roll for its extensive involvement in community service. During the 2010-2011 academic year, more than 760 individuals from SE (students-faculty-staff) completed, collectively, approximately 30,000 hours of community service activity and approximately 28,495 individuals were served through SE's involvement.

The JMSB has revised its MBA program as a completely online program that can be completed in less than two years. Courses are offered in an eight-week online format.

The JMSB is actively involved with the Choctaw and Chickasaw nations to assist in recruiting Native American students. SE ranks seventh in the nation in awarding undergraduate degrees to Native American graduates.

For the past four years, Southeastern has been named a Military Friendly School by *G.I. Jobs* magazine. This honor is awarded to only the top 15% of colleges and universities among the 1,739 colleges, universities, and trade schools across the country.

The JMSB has an active and evolving Assurance of Learning Process. Since the last review, the school has taken steps to streamline AOL processes to increase usefulness, while reducing faculty efforts in collecting data. These improvements included:

- Reduced the ten goals to a more manageable five.
- Developed goal-specific rubrics for course-embedded assessment, which would allow goal statistics to be generated independent of faculty and course.

New concentrations in Management, Health Care Information Systems and Entrepreneurship for the MBA program recently received final state approval, however the Entrepreneurship and HIS options have not been deployed due to an unexpected lack of faculty resources.

Overall, the JMSB is uniquely positioned for growth in their service area and is deploying the necessary resources to capitalize on this growth.

- B. Changes impacting Eligibility Criteria: There are no changes affecting the school's alignment with AACSB Eligibility Criteria A-G.
- C. Strategic Management addressing the following:

The JMSB appears to be a mission-driven organization that seeks to structure all processes and activities in a manner that complements and is consistent with the overall university purpose. Examples of this include the development of programs that attempt to utilize the strengths of the region they serve, the capacity of the university, and the current faculty. For example, a strategic planning assumption is stated as "Economic development in Oklahoma requires an educated workforce, creating increasing demand for business school graduates. Most of the private sector jobs in the region will be in small business." This has been translated into programs in Entrepreneurship, Health Information Systems, and an online MBA.

Mission Development Process

Three key stakeholder groups are used to provide valuable guidance and insights into the Strategic Planning Process in JMSB. These are the Business Advisory Board, the Student Advisory Board, and Interdepartmental colleagues. These groups along with faculty and staff were used to develop and revise the mission statement and strategic planning in its current form.

Since the last accreditation review, a new mission statement was developed and serves as the springboard for all decisions and activities within the JMSB. The mission statement is prominently displayed in key JMSB areas as a reminder to faculty, staff, and students.

The mission of the John Massey School of Business is to be a premier business program. We prepare our business and aviation students to meet the global challenges in a competitive and ever-changing environment by providing an excellent and continuously improving learning atmosphere that emphasizes both academic and applied knowledge. We are a responsible partner in the economic development and quality of life of the region by providing effective application of knowledge to our stakeholders. The JMSB recognizes and values a wide range of intellectual contributions with an emphasis on applied knowledge and practice.

Assessment of Strategic Planning Processes

The strategic planning process resulted in three major strategic initiatives that are consistent with the current mission statement and vision for the university:

Initiative 1—Two major initiatives were launched in the MBA program. First, as an alternative to taking the four prerequisite courses to be admitted to the MBA program, the applicant may choose to take an advanced standing test in one or all of the prerequisites or take the admission preparation program. Second, the MBA program was re-engineered to move to an online format for all courses.

Initiative 2—A second initiative is to fulfill the vision of Dr. Walter “Buddy” Gaster, former Dean of the JMSB, in developing the Native American Center for Business Development and Research.

Initiative 3—A third initiative is the development of certificate programs in Management, Hospitality Management and Entrepreneurship for southern Oklahoma and north central Texas, which are considered to be the two major market areas to be served by the programs. This initiative is being funded by a Chickasaw Nation grant and is currently still in the development phase.

These initiatives are consistent with the overall direction of the university, utilizes the resources that are available to the JMSB, and are indicative of a business school which emphasizes longer term strategic planning processes.

Intellectual Contributions

Collectively, the JMSB faculty published 103 peer-reviewed journal articles during the five-year review period and produced a total of 263 intellectual contributions for the same period. The emphasis of the contributions center on Contributions to Practice which account for 40% of the faculty's intellectual contributions followed by Discipline-based research (33%) and Learning and Pedagogical research (27%). This seems appropriate and consistent with the mission of the JMSB. Publication outlets include:

- Academy of Entrepreneurship Journal
- Administrative Issues Journal
- Entrepreneurial Executive
- Journal of Applied Case Research
- Leadership & Organizational Management
- Research in Business and Economics Journal

The intellectual contributions for the JMSB emanate from a substantial cross-section of faculty in each discipline and the mix of research is appropriate to the school's mission. The JMSB faculty published 39 percent of total intellectual contributions in peer reviewed journals. Considering the mission of this school, this is quite an accomplishment. Total intellectual contributions came from the entire faculty, not simply a cross section.

Financial Factors

Over the last ten years, Southeastern has experienced significant resource challenges. In this time period, the percentage of state funding dropped from 61.3% in 2003 to 41.8% in 2013, reversing the proportion paid by the state and students. Student tuition & fees went from 34.2% to 54.5% during this same time period. However, the JMSB seems to be weathering this storm as best as it can. Examples of the school's ability to weather these challenges include the hiring of AQ faculty in Finance and Marketing at competitive salaries, maintaining operating budgets, and allocating resources to increased marketing and promotional budgets. The JMSB's operating budget to maintain AACSB accreditation should not be impacted if state appropriations should decrease. Maintaining specialized accreditation appears to be a priority of the university in developing its budget.

Continuous Improvement Outcomes

Overall, JMSB appears to be utilizing the strategic planning processes appropriately. The process has resulted in many different major improvements including:

- New MBA Concentrations proposed Entrepreneurship and Health Information Systems
- Certificate Programs in Management, Hospitality Management, and Entrepreneurship.
- Online delivery of the MBA

In addition, the strategic planning process involves evaluating operational and tactical areas including:

- Evaluating class sizes to ensure operational efficiency
- Evaluate course offerings in relationship to peer/aspirant programs
- Use faculty reviews to evaluate the consistency of faculty effort with AQ/PQ standards

Participants

Student Participants

The JMSB's student population is diverse, but primarily consists of White/Caucasian (53.86%) and Native American (25.31%) students. The largest changes in the JMSB's student body are the increase in Black/African American (26.1%) and Hispanic (20.0%) students. Approximately 69% of students are Oklahoma residents and 16% are Texas residents. Notable changes in residency status are that international student enrollment has increased by 250%. With respect to gender, women comprise just over half of the student population (54.5%). Full-time students represent 65% of the student body; however, part-time students account for the largest growth (46.5%).

D. Participants addressing the following:

- Student admission policies, trends, support services, identifying any issues or strengths
Admission policies, support services and access to faculty: The admission policies are appropriate to the JMSB. Appropriate support services (e.g., advising services, career services) are available to students. The physical plant provides good technology and teaching spaces and there are spaces for student advising and career services.
- In regard to faculty sufficiency (Standard 9):
 - The JMSB has an appropriate deployment of participating and supporting faculty over the entire school, the core disciplines, and all programs.
 - There are no non-alignment issues. The JMSB meets the spirit and intent of the student-faculty interaction principles.
 - The JMSB has policies for determining participating status that are based on continuing appointments and involvement with mission driven activities, including faculty governance, student advising both individual and through professional or student organizations, institutional service, curricular development, professional development and outreach activities to external communities.
- In regards to faculty qualifications (Standard 10):
 - The JMSB has an appropriate deployment of participating and supporting faculty over the entire school, across the core disciplines, and across all programs, with the exception of the discipline of Finance.
 - In Finance the percentage of AQ was 40% and AQ+PQ was 60%. However, the school was approved to hire two additional faculty members in Finance with one being added in Fall 2013 and an additional Finance line to be hired for a start date in Fall 2014. As such, with the additional hires the JMSB is in compliance with the faculty deployment standard.

Existing faculty management policies (e.g., hiring, mentoring, promotion and tenure, workload, evaluation and reward systems) are appropriate and ensure the deployment of sufficient and qualified faculty in support of degree programs

E. Assurance of Learning:

Assurance of Learning is a faculty-driven process in the JMSB. The responsibility for this process is assigned to the Assessment Committee, which is comprised of six members, five of whom are from the business faculty and one from the aviation faculty. The committee also has a mix of graduate and undergraduate faculty.

In consultation with faculty, the Assessment Committee is charged with developing a structured plan to assess student performance regarding each objective in the BBA and MBA programs. Objectives are measured using a variety of techniques: Case

studies, projects, presentations, course embedded assessments, the Major Field Test and the CompXM exam which is given in the final semester of the student's undergraduate degree.

The JMSB has an active and evolving Assurance of Learning Process. Since the last review, the school has taken some steps to streamline AOL processes to increase usefulness, while reducing faculty efforts in collecting data. These improvements included:

- Reduced the ten goals to a more manageable five in the BBA program.
- Developed goal-specific rubrics for course-embedded assessment, which would allow goal statistics to be generated independent of faculty and course.
- The planned use of case studies to evaluate ethics using a rubric to validate findings in the major field test (MFT).
- Increasing the required score of 130 on the MFT in order for students to pass that section of the capstone course.
- Beginning the process to add ENG 4983 (an advanced writing communication course from the Center for Rhetoric and Professional Development) as an elective in various majors.
- Assessing the impact of the removal of the International Business course from the curriculum.

While all of these and other improvements we find laudable and certainly indicate a movement toward creating a culture of assessment within the school, the JMSB has failed to move the AOL process to the next stage in their evolution. We have found very little evidence of "closing the loop" at the undergraduate level and no evidence at the graduate level. The JMSB has not measured a result that has driven a curricular change at either a macro or micro level which has subsequently been re-measured for efficacy of the curricular modification.

Standard 15 (Management of Curricula) indicates that "The school uses well documented, systematic processes to develop, monitor, evaluate, and revise the substance and delivery of the curricula of degree programs and to assess the impact of the curricula on learning. Curriculum management includes inputs from all appropriate constituencies which may include faculty, staff, administrators, students, faculty from non-business disciplines, alumni, and the business community served by the school." The basis for judgment of this standard includes: "Evidence of recent curriculum development, review, or revision demonstrates the effectiveness of curriculum management."

We find that the JMSB has certainly made progress toward satisfactory completion of the standard, but we find little to no evidence of effective curriculum management. For example, while they have assessed the impact of the removal of the international business (IB) course from the curriculum, the school has failed to

systematically determine if the intervention for IB coverage has had the desired effect.

Overall, the Assurance of Learning process has not shown significant movement in maturation since initial accreditation. The initial accreditation report indicated that the AOL process should “further enhance the assurance of learning process at the MBA level.” We find no evidence that this has been completed.

IV. Commendations of Strengths, Innovations, Unique Features and Effective Practices

A. Commendations for Strengths, Innovations, and Unique Features:

- The faculty have successfully moved the MBA program into an online space. This move was necessitated by slow enrollment growth in the Durant area and a need to provide the MBA across a broader geographic region. The online format seems to be working well and plans for assessing the program are under way.
- Enhanced relationships with the university community. With Dr. Lucretia Scoufos’ appointment as Dean of Instruction at the university, the JMSB has begun to work more closely with other departments and individuals across campus, as well as constituents throughout the Texoma region.
- The school has been effective in developing and recruiting new faculty. In particular, the JMSB has hired AQ faculty in finance and marketing and intends to hire another marketing professor next year. In particular, the JMSB has hired AQ faculty in finance and accounting, and intends to hire one more finance and marketing professor next year.
- Based on student and alumni testimonials, the faculty—student interactions including advising and mentoring make the JMSB faculty appear like one would expect in a private school model. It is clear that this faculty truly cares about the students and goes out of their way to engage them.
- JMSB faculty appears to be a cohesive group who truly care about their work, their students, and the business communities that they serve.

B. Effective practices:

- The JMSB has been successful in engaging the alumni of the region. In particular, Mr. John Massey has been a strong supporter. The result is an

unusual number of endowed professorships and chairs in order to retain and reward dedicated faculty.

- The Native American Management Option was created to serve an important constituency of the JMSB and of Oklahoma.

V. Opportunities for Continuous Improvement

A. Relevant to the accreditation standards:

- In relationship to Standard 5: Financial Strategies (Standard 3 2013 Revision), we believe that the JMSB should develop financial strategies which are more closely aligned to the strategic initiatives as identified in their current strategic plan. Future revisions of the strategic planning process should indicate three to five year financial strategies, which indicate the means for achieving the strategic goal.
- In relationship to Standard 16, Undergraduate Learning Goals (Standards 8 & 9 2013 Revision), we believe that JMSB should create a process for assessing the learning goals currency in light of current mission and strategic objectives of both the overall university and the JMSB.
- In relationship to Standard 9: Faculty Sufficiency (Standards 5&10 2013 Revision), we believe that JMSB has a unique opportunity to increase the number of PQ faculty (especially in light of the 2013 revisions). When considering strategic initiatives for future hospitality and banking programs, utilizing alternative faculty could provide unique curricular and program relevance.

B. Consultative report on matters not related to the accreditation decision:

- The JMSB engages some of its students in internships. The school might consider the use of mandatory internships for all majors. In addition to allowing students to get opportunities to apply some of what they have learned in the school, required internships also enhance job placement.

VI. Visit Summary

A. *Descriptive Information:* Brief description of the school including its size and institutional setting

SE was founded in 1909 as Southeastern State Normal School. SE's original purpose was the education of teachers for the public schools of Oklahoma but by 1968 had expanded its curriculum to include new programs in areas such as business, technology, aviation, and conservation. Southeastern received its present name, Southeastern Oklahoma State University, in 1974 and has continued to evolve. Presently, SE houses four academic schools: Arts and

Sciences, Education and Behavioral Sciences, JMSB, and the School of Graduate and University Studies. SE is one of 11 public regional universities in the state of Oklahoma, but the only regional to be accredited by AACSB International. In Oklahoma, the only other institutions of higher learning that have colleges/schools of business accredited by AACSB International are the two flagship state universities (Oklahoma State University and University of Oklahoma) and a private university (University of Tulsa). Southeastern enrolls about 3850 students. The JMSB enrolls 422 undergraduate students in its business programs and 65 students in the MBA program.

B. *Degree Programs:* List of all degree programs included in the accreditation review and the number of graduates in the previous year for each program:

Name of Degree Program	Major(s), Concentration(s), Area(s) of Emphasis	Graduates 2012-13
BBA	Accounting	9
BBA	Finance	7
BBA	Management	39
BBA	Marketing	13
BBA	General Business	21
BBA	Native American Management Option	0
MBA	General	7

C. *Comparison Groups:*

Comparable peers

University of Louisiana at Monroe

University of Houston – Victoria

Arkansas Tech University

Pittsburg State University (Kansas)

University of Central Arkansas

Christopher Newport University

Ohio Northern University

University of Tennessee at Martin

Northwestern State University of Louisiana

Stephen F. Austin State University

University of South Florida, St. Petersburg

Competitive group

Henderson State University

University of North Texas

Midwestern State University

University of Oklahoma

Ouachita Baptist University

Oklahoma State University

Texas A&M University - Commerce

Aspirant group
Sam Houston State University
Louisiana Tech University
Frostburg State University
Southeast Missouri State University
University of Arkansas at Little Rock
Georgia Southern University
University of West Florida –Pensacola
University of South Alabama

D. Visit Team Roster for **Southeastern Oklahoma State University**
Visit Dates: 10/27/2013 - 10/29/2013

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E. Review Visit Schedule:

**AACSB Peer Review Team
Maintenance of Accreditation Site Visit
October 27-29, 2013
Visit Schedule**

Sunday, October 27, 2013

Time	Activity	Location	Purpose	Participants
2:00 PM	Dr. Bressler picks up team members	DFW Airport	Dr. Venta – Flight AA 3697 arrives at 2:10 PM. (Terminal B) Dr. Fenton – Flight AA 1012 arrives at 2:25 PM (no terminal listed) Dr. Miller – Flight DL 2010 arrives at 2:25 PM (Terminal E)	
5:00 – 6:00 PM	Peer Review Team (PRT) Meeting	La Qunita Inn & Suites	Discuss team assignments, clarify major issues to resolve, and review visit schedule	Dr. Venta (Suite 324) Dr. Fenton, Jr. (KR 321) Dr. Miller (KR 319)
6:15 – 7:30 PM	Dinner	1832 Steakhouse (Choctaw Resort)	Preview visit activities with the Dean of Instruction and Accreditation Coordinator	PRT (3) Dean Scoufos Dr. Snowden Dr. Bressler

Monday, October 28, 2013

Time	Activity	Location	Purpose	Participants
7:30 AM	Depart from hotel to SE	In transit		PRT (3) Dr. Bressler

8:00 – 8:30 AM	Introduction to base room and tour of facilities.	Dean's Conference Room		PRT (3) Dean Scoufos Dr. Bressler
Strategic Planning:				
8:30 – 9:30 AM	Meet with Strategic Planning Committee	R300	Discuss Strategic and management issues	PRT (3) Dean Scoufos Dr. Bressler & Strategic Planning Committee: Dr. Stevens Dr. Silver Dr. Campbell Dr. Hrncir
9:30 AM	BREAK			
Student Support:				
9:45 – 10:15 AM	Meet with Undergraduate Students	R315	Discuss mission, teaching innovations, advising, career counseling and placement	Dr. Henry Venta (PRT) MNGT 4353 – Management Science – IETV course Canipe – class meets 9:30 – 10:45 AM
10:00 – 10: 30 AM	Meet with Graduate Students	R300	Discuss mission, teaching innovations, advising, career counseling and placement	PRT (3) Graduate Assistants – Vincent, William and Ngone
Faculty Management and Support:				
10:30 – 11:00 AM	Meet with Selected Faculty	R300		PRT (3) Dr. Bressler, AACSB Coordinator Dr. Smith, Chair- Accounting/Finance

				Dr. Campbell , Chair- Management-Marketing
11:00 – 11:30 AM	Parallel session	R300		Dr. Marc Miller Senior Faculty Dr. Hrncir Dr. Stevens Malimage Dr. Haley
	Meet with Selected Senior (tenured) Faculty	Meet with Selected Junior (non-tenured) Faculty		Dr. Jim Fenton Junior Dr. Chen Dr. Mr. Howard Mr. Leird
11:30 AM – 12:00 PM	Meet with MBA Director & Coordinator	2 nd Floor Faculty Lounge		PRT (2) Dr. Silver Mr. Howard
11:30 AM – 12:00 PM	Meet with SE AOL Director	A305		Dr. Marc Miller (PRT) Dr. Bryon Clark
12:00 PM	Lunch - from Roma's	R300		PRT (3) Dean Scoufos & Staff JMSB Faculty/Staff Members of Advisory Board SE Guests
1:00 -2:00 PM	External Relations	R300		Dr. Henry Venta/Dr. Jim Fenton Advisory Board Members
Assurance of Learning:				
2:00 – 2:30 PM	Meet with AOL and Curriculum Committee	R300	Discuss curriculum issues and assessment of learning	PRT (3) AOL Committee: Dr. Silver Dr. Stevens Dr. Speers Mrs. Combs Mr. Leird Curriculum Committee: Dr. Bressler Dr. Hrncir

				Dr. Von Bergen
2:30 – 3:00 PM	Meet with Student Services Staff	R300		PRT (3) V.P. Sharon Robinson, Student Affairs
3:15 PM	Prepare to depart to hotel			
4:00 PM	Depart to hotel			

Tuesday, October 29, 2013

Time	Activity	Location	Purpose	Participants
7:30 AM	Depart from hotel to SE	In transit		PRT (3)
8:00 - 8:30 AM	Meeting with Dean of Instruction and AACSB Coordinator	Dean's Conference Room		PRT (3) Dean Scoufos Dr. Bressler
8:45 -9:15 AM	Meeting with President and Provost	President's Office		PRT (3) President Minks V.P. McMillan
9:30 AM	Return to hotel to prepare for airport departure			PRT (3)
10:00 AM	Depart for Airport from Hotel Dr. Venta – Flight AA 3734 departs (terminal B) at 3:35 PM Dr. Fenton – Flight AA 1304 departs (no terminal given) at 1:50 PM Dr. Miller – Flight US 724 departs (terminal E) at 1:55 PM			

F. *Materials Reviewed:*

JMSB AACSB 5th year report
JMSB AACSB 5th year report supplemental appendices including annual reports
Dean of Instruction's Department Chair Meeting minutes
JMSB Faculty, Committee and Advisory Board Meeting minutes
SE Preliminary Enrollment reports
JMSB Faculty Vita – Spring 2013 with new faculty hired for Fall 2013
JMSB Curriculum Guides
JMSB Course Syllabi - Fall 2012, Spring 2013 and new Fall 2013 linking the goals with objectives
SE 2+2 Articulation Agreements
SE 2011-2013 Undergraduate/Graduate Catalog
SE Faculty Handbook (Academic Affairs Policy and Procedures Manual)
SE Student Handbook
JMSB Faculty Journal Publications 2008-2013



January 14, 2014

Lucretia Scoufos
Dean, Instruction
Southeastern Oklahoma State University
John Massey School of Business
1405 North 4th Avenue, Box 4107
Durant OK 74701-0609

Via Email: lscoufos@se.edu

Dear Dean Scoufos:

After reviewing the Peer Review Team's Visit Report, the Continuous Improvement Review Committee concurs with the Team's recommendation that the continuous improvement review (formerly maintenance) of the undergraduate and master's degree programs in business offered by Southeastern Oklahoma State University be continued for an additional year. The Continuous Improvement Review 2 will be completed prior to December 1, 2014. **A Continuous Improvement Review 2 does not change the current accredited status of your degree programs in business.**

As noted in the Continuous Improvement Review Visit Report, the Continuous Improvement Review 2 will allow additional time to address the following educational quality issues and expectations for resolution (accreditation-related standards are specified within parentheses):

- The Peer Review Team noted that JMSB appears to be deficient relative to Standard 15: Curricular Management. Specifically, it is recommended that the JMSB take the following actions during the 6th Year Review timeframe:
 1. Using the existing Assurance of Learning process, develop a specific plan for the measurement of all MBA learning objectives over the next 4 years.
 2. At **least one** of the MBA learning objectives should be measured within the Continuous Improvement Review period with a subsequent curriculum intervention. A plan for further measurement of the effect of the curricular change should be included in the overall AOL plan.
 3. Develop a detailed plan for the systematic measurement and analysis of BBA learning objectives. As JMSB is further along with their analysis of BBA learning objectives, the plan should include **at least two** documented curricular interventions and subsequent measurement of the effects of these changes.

In totality, the required actions should result in the movement of JMSB toward ensuring compliance with standards related to Curriculum Management and Assurance of Learning Standard 15 of the 2003 AACSB Standards and 2013 Standards 8 & 9 of the 2013 review) before their next review.

Successful resolution of the issues above must be completed before accreditation can be extended. Complete description of each Standard, along with interpretive information, can be found on the AACSB International website (<http://www.aacsb.edu/accreditation/standards.asp>).

A Continuous Improvement Review 2 Team will be appointed to facilitate the continuous improvement review during this additional year. The Continuous Improvement Review Committee proposes for your approval Enrique R. Venta

as the chair and Craig McAllaster of Rollins College as the second member of your Continuous Improvement Review 2 Team. Please advise if the proposed team is not acceptable. Otherwise, the team will be invited within 30 days. Please note that the policy for a sixth year review requires that your institution be assessed an annual fee of \$5,000 in the 2014-15 academic year.

Please submit an electronic response to the specific concerns cited above to each Continuous Improvement Review 2 team member and to the Committee Chair (via email attachment to circ@aacsb.edu) no later than October 15, 2014. The Continuous Improvement Review 2 Team will review the response and make a determination as to whether an on-site review will be required.

The Continuous Improvement Review Committee and the AACSB International staff wish to be of assistance for clarification of process issues. Should you have questions, please contact Jane Lawler, Senior Manager, Accreditation Services, jane@aacsb.edu or (813) 769-6512.

Sincerely,

A handwritten signature in black ink, appearing to read "Denise J. Smart".

Denise Smart
Chair, Continuous Improvement Review Committee

c: Peer Review Team
Enrique Venta, Team Chair and Proposed Continuous Improvement Review 2 Team Chair
James Fenton, Team Member
Marc Miller, Team Member



Southeastern
Oklahoma State University



CONTINUOUS IMPROVEMENT REVIEW II
REPORT FOR

AACSB INTERNATIONAL

Southeastern Oklahoma
State University

John Massey School of Business

October 8, 2014

AACSB EXECUTIVE TEAM

DR. LUCRETIA SCOUFOS.....EXECUTIVE DEAN OF ACADEMIC AFFAIRS
Ms. Stephanie Metts Special Assistant to the Executive Dean of Academic Affairs

DR. MARTIN BRESSLERAACSB COORDINATOR

CURRICULUM MANAGEMENT AND ASSURANCE OF LEARNING COMMITTEE

DR. LARRY PRATHER..... CHAIR
Dr. Martin BresslerMember
Dr. Han-Sheng ChenMember
Dr. Debra Haley.....Member
Dr. Theresa Hrncir.....Member
Mr. Rodney Leird.....Member
Dr. Kalana Malimage.....Member
Dr. Jim SpeersMember
Dr. Robert StevensMember

Introduction

This report provides our responses to the three areas of concern discussed in the letter of January 14, 2014 from Dr. Denise Smart, Chair, AACSB Continuous Improvement Review Committee (Appendix A) and the Team Visit Report – Maintenance of Accreditation Review Report for Southeastern Oklahoma State University, John Massey School of Business (Appendix B). The report is organized as follows. First, we discuss the three major concerns raised in Dr. Smart's letter and the Team Visit Report. Then, we provide the status of our resolution of the issues and our future plans to strengthen those areas. We conclude with providing some context and background for the evolving landscape at Southeastern Oklahoma State University and the John Massey School of Business (hereafter, SE and JMSB, respectively).

AACSB Peer Review Team Areas of Concern

The AACSB Peer Review Team visit in October 2013 identified three areas of concern in regards to Standard 15 – Curricular Management that required attention before the JMSB would receive full re-accreditation. Specifically, the Team recommended that the JMSB needed to:

1. Use the AOL process to develop a specific plan for the measurement of all MBA learning objectives over the next four years.
2. Measure at least one of the MBA learning objectives within the Continuous Improvement review period with a subsequent curriculum intervention. A plan for further measurement of the effect of the curricular change should be included in the overall AOL plan.
3. Develop a detailed plan for the systematic measurement and analysis of BBA learning objectives and include at least two documented curricular interventions and subsequent measurement of the effects of these changes in the plan.

Responses to the AACSB Peer Review Team Areas of Concern

1. Using the AOL process, develop a specific plan for the measurement of all MBA learning objectives over the next four years.

Response- In November 2013, the Executive Dean of Academic Affairs assigned a new Chair to oversee the Assurance of Learning (AOL) Committee which was later combined with the Curriculum Management committee to form the Curriculum Management and Assurance of Learning committee (CMAOL). The committee and the faculty in the JMSB immediately went to work to develop a plan to address the deficient areas noted by the Team and to move the JMSB ahead with the development of a systematic process to measure, report, and respond to quality issues within the academic program.

Specifically, the AOL Committee developed a comprehensive plan to measure all learning objectives in the MBA program every year. The JMSB AOL Process Manual comprises this detailed and systematic plan. The Process Manual is located on the JMSB AACSB maintenance

page and can be viewed by clicking [HERE](#). An excerpt of the MBA section is provided below for easy reference. While it is not our intention, over the long-term, to continue measuring the objectives that frequently, we need to generate enough useful data to make informed data-driven decisions regarding necessary curricular interventions to ensure that we are meeting our established goals. Thus, this frequent measurement is likely to continue for several years. Because our measurements are conducted in the MBA capstone course, we are limited to an annual frequency, which coincides with the offering of the capstone course. The systematic process will result in measuring all MBA learning objectives prior to the Fall 2015 semester.

MBA AOL Matrix

MBA Learning Goals, Objectives, Assessment Plan and Standards							
Learning Goal	Objective	Method of Assessment	Course	Sample	Frequency	Standard	Status
1. JMSB MBA graduates will be able to effectively communicate, orally and in writing.	a. To craft thoughtful solutions to business problems and communicate those solutions in executive-quality written documents.	Direct (Written communication rubric for JMSB MBA program) - Analyze a case	MNGT 5603	All Students	Every Spring	80% of students will meet or exceed expectations	Met once – Spring 2014 (97%)
		Indirect (Written communication) - Online MBA Exit Questionnaire	MNGT 5603	All Students	Every Spring	80% of students will meet or exceed expectations	Met once – Spring 2014 (100%)
	b. To craft and deliver executive-quality oral presentations and defend proposed solutions.	Indirect (Oral communication) - Online MBA Exit Questionnaire	MNGT 5603	All Students	Every Spring	80% of students will meet or exceed expectations	Met once – Spring 2014 (100%)
		Direct (Oral communication rubric for JMSB MBA program) - 5-7 minute video presentation	MNGT 5603	All Students	Every Spring - starting Spring 2015	80% of students will meet or exceed expectations	Spring 2015
2. JMSB MBA graduates will be effective analysts.	a. To analyze a firm's strategy and provide valuable insights to improve the firm's operations.	Direct (Analysis rubric for JMSB MBA program) - Analyze a case	MNGT 5603	All Students	Every Spring	80% of students will meet or exceed expectations	Spring 2015
		Indirect (Analysis) - Online MBA Exit Questionnaire	MNGT 5603	All Students	Every Spring	80% of students will meet or exceed expectations	Met once – Spring 2014 (100%)
3. JMSB MBA graduates will be able to effectively participate as a member of a team.	a. To work and communicate effectively with team members to accomplish a team goal.	(Direct) Peer Evaluations	MNGT 5603	All Students	Every Spring	80% of students will meet or exceed expectations	Ongoing
		(Indirect) Online MBA Exit Questionnaire	MNGT 5603	All Students	Every Spring	80% of students will meet or exceed expectations	Met once – Spring 2014 (100%)

Goal 3 - (CONT'D)	b. To complete individual assignments in support of a team goal in a timely manner.	(Direct) Peer Evaluations	MNGT 5603	All Students	Every Spring	80% of students will meet or exceed expectations	Ongoing
		(Indirect) Online MBA Exit Questionnaire	MNGT 5603	All Students	Every Spring	80% of students will meet or exceed expectations	Met once – Spring 2014 (100%)
	c. To work with individuals of diverse backgrounds to achieve team goals.	(Direct) Peer Evaluations	MNGT 5603	All Students	Every Spring	80% of students will meet or exceed expectations	Ongoing
		(Indirect) Online MBA Exit Questionnaire	MNGT 5603	All Students	Every Spring	80% of students will meet or exceed expectations	Met once – Spring 2014 (100%)
4. JMSB MBA graduates will be critical thinkers.	a. To display critical thinking skills in solving complex, multi-faceted business problems.	Direct (Critical thinking rubric for JMSB MBA program) - Analyze a case	MNGT 5603	All Students	Every Spring	80% of students will meet or exceed expectations	Met once – Spring 2014 (95%)
		Indirect (Critical thinking) - Online MBA Exit Questionnaire	MNGT 5603	All Students	Every Spring	80% of students will meet or exceed expectations	Met once – Spring 2014 (100%)

In addition to developing the plan, the JMSB needed to develop an AOL culture. Although learning objectives were already included in course syllabi and displays around the school reminded students, faculty and administration of the learning goals, a systematic process was needed in order for AOL to become a routine activity rather than something done simply prior to an accreditation visit. Faculty were already involved in the AOL process but needed greater involvement.

In order for the process to become systematic, changes needed to be made in how the faculty handled AOL. The JMSB began by changing the committee structure to merge the Curriculum Management and Assurance of Learning committees to form the CMAOL committee. Now, instead of two separate activities that often worked on similar issues, a coordinated and comprehensive approach to curriculum management includes AOL as part of the JMSB organizational culture. In addition, the AOL committee chair and two AOL committee members were sent to AOL training in early Spring 2014 to ensure that the AOL committee leadership was informed about the current thinking regarding AOL. In addition, all members of the CMAOL committee who have not attended a formal AACSB assurance of learning training seminar are/will be scheduled to attend an upcoming AACSB Assessment Seminar during the 2014-2015 academic year.

2. At least one of the MBA learning objectives should be measured within the Continuous Review Period with a subsequent curriculum intervention. A plan for further measurement of the effect of the curricular change should be included in the overall AOL plan.

Response-In Fall 2013, objective a (written communication) of Goal 1: Communication - was measured resulting in 66.7% of students being rated acceptable or higher. However, our standard requires 80% of our students to meet or exceed the standard. The areas of concern with regard to written communication center on writing an executive summary, recommendations, and conclusions. The results of the measurement data taken in the MBA Behavioral Management course indicated that the students exhibited poor writing skills on their term papers. Based upon this data, Dr. Von Bergen made a curriculum intervention in his MBA Behavioral Management course for Spring 2014. Dr. Von Bergen provided additional instruction on the expectations for their term papers and created five links on his web page in the Behavioral Management Class Resources section that provides students with greater knowledge of what is expected in their term paper assignments. These links can be viewed by clicking [HERE](#). Results of the curriculum intervention will be used to make any further changes, if needed.

As the Behavioral Management class is not the capstone course for the MBA Program and because we believe it is more appropriate to assess the ability of our graduates, in the future, we will measure this learning objective within the capstone course – MNGT 5603 Strategic Management – according to our AOL plan. We measured student communication skills in MNGT 5603 in Spring 2014 to examine all seven objectives with at least one measure. In several cases, all measures were used. In Spring 2015, all measures will be used to measure all objectives.

The MBA Exit Survey was used to measure all seven objectives and results indicate that our students met the objectives in all areas. In addition, the objectives of written communication and critical thinking skills were measured using rubrics. This analysis was conducted according to our plan. All thirteen students were evaluated. The thirty-nine observations for each area results from using three evaluators; thus, tripling the number of observations. As an aside, this was our former practice to eliminate inter-rater variability. Based on AACSB AOL training, we will discuss whether we retain this process. Casual observation suggests that result would not be materially altered if only one rater were used. Thus, we are not wed to our process over the long-term. Our intention is to continuously improve our process to achieve a solid sustainable process.

The results of the Written Communication rubric are particularly interesting because that was a concern from the Fall 2012 semester. Our results suggest that at least 97% of our students met our objective. We believe that rejoicing is premature and await data from future semesters to draw any meaningful conclusion. However, these results paint a much brighter picture than those from Fall 2012 which used a very small sample.

Analysis of the Critical Thinking rubric were also pleasing with more than 95% of students meeting our objective. Again, more data is needed before we can draw meaningful conclusions, but results suggest that we are on the right track.

The results of these measurements were submitted to the Dean of Instruction (now the Executive Dean of Academic Affairs) and are shown in Appendix C and D. In Spring 2015, all four goals will be measured and any deficient results will generate an appropriate curricular intervention. Annual monitoring will continue until we conclude that the process is under control and we are meeting our objectives.

3. Develop a detailed plan for the systematic measurement and analysis of BBA learning objectives. As JMSB is further along with their analysis of BBA learning objectives, the plan should include at least two documented curricular interventions and subsequent measurement.

Response – As discussed above, a detailed and systematic process has been developed and contained in the JMSB AOL Process Manual. An excerpt of the BBA section of the plan is provided below for easy reference. In Fall 2013, all five goals were measured. The results of this measurement were submitted to the Dean of Instruction (now the Executive Dean of Academic Affairs) and are shown in Appendix C. The results suggest that our students met our standards in all areas except ethics and business knowledge.

All goals were remeasured in Spring 2014. The results of the measurements were once again submitted to the Executive Dean of Academic Affairs and are shown in Appendix D. This process will continue until we are confident that our process is under control.

BBA AOL Matrix

BBA Learning Goals, Objectives, Assessment Plan and Standards							
Learning Goal	Objective	Method of Assessment	Course	Sample	Frequency	Standard	Status
Communication: JMSB graduates will be effective communicators with the ability to prepare and deliver oral and written presentations using appropriate technologies.	a. Students will create well-written documents on a business topic.	Direct (observation using Written Communication Rubric).	MNGT 4633 - Business Policy	All students	Every spring semester	80% of students will score acceptable or higher	Met once – Spring 2014 (100%)
		Indirect (senior exit survey, question – 20 (d) “The courses and faculty in the JMSB helped develop my writing skills.”).	MNGT 4633 - Business Policy	All students	Every fall and spring semester	80% of students will score acceptable or higher and the average should exceed 3.7	Met twice – Spring 2014 (97%) & Fall 2013 (85.7%)
		Direct (Internship evaluation item “verbal and written communication”).	Internships (ACCT 4953, FIN 4953, MNGT 4953, MKT 4953).	All students that complete internships	As completed	90% of students will score acceptable or higher	Met twice – Spring 2014 (100%) & Fall 2013 (91%)
	b. Students will deliver an effective oral presentation on a business topic.	Direct (observation using Oral Communication Rubric).	MNGT 4633 - Business Policy	All students	Every spring semester	80% of students will score acceptable or higher	Ongoing, but used smaller and less frequent sample. Sample will be enlarged beginning Spring 2015.
		Indirect (senior exit survey question – 20 (e) “The courses and faculty in the JMSB helped develop my presentation skills.”).	MNGT 4633 - Business Policy	All students	Every fall and spring semester	80% of students will score acceptable or higher and the average should exceed 3.7	Met twice – Spring 2014 (91%) & Fall 2013 (85.7%)
		Direct (Internship evaluation item “verbal and written communication”).	Internships (ACCT 4953, FIN 4953, MNGT 4953, MKT 4953).	All students that complete internships	As completed	90% of students will score acceptable or higher	Met twice – Spring 2014 (100%) & Fall 2013 (91%)

Problem Solving: JMSB graduates can apply critical thinking skills, quantitative methods and technology to problem solving.	a. Students will demonstrate a working knowledge of the problem solving method.	Indirect (senior exit survey question 20 (a) & (b) – “The courses and faculty in the JMSB helped develop my ability to analyze a complex situation.”) and “The courses and faculty in the JMSB helped develop my capacity for critical thinking.”)	MNGT 4633 - Business Policy	All students	Every fall and spring semester	80% of students will score acceptable or higher and the average should exceed 3.7	Met twice – Spring 2014 (94%) & Fall 2013 (94.3%)
		Direct (Internship evaluation item “Problem Solving”).	Internships (ACCT 4953, FIN 4953, MNGT 4953, MKT 4953).	All students that complete internships	As completed	90% of students will score acceptable or higher	Met twice – Spring 2014 (100%) & Fall 2013 (100%)
		Direct (CompXM exam in capstone simulation “critical thinking skills”).	MNGT 4633 - Business Policy	All students	Every fall semester	The class average must be greater than 70%	Met once – Fall 2013 (100%)
		Direct (observation using Problem Solving Rubric).	MNGT 4633 - Business Policy	All students	Every spring semester	80% of students will score acceptable or higher	Met once – Spring 2014 (100%)
	b. Students will demonstrate the ability to use appropriate quantitative methods to inform data driven decision-making.	Direct (CompXM exam in capstone simulation “quantitative learning skills”).	MNGT 4633 - Business Policy	All students	Every fall semester	The class average must be greater than 70%	Met once – Fall 2013 (100%)
		Direct (quantitative business analysis portion of MFT).	MNGT 4633 - Business Policy	All students	Every fall and spring semester	JMSB students will average scores at or above the norm group average	Met once - Spring 2014 (100%)
	c. Students will demonstrate the ability to use current technology to aid managerial decision-making.	Direct (CompXM exam in capstone simulation “management use of information”).	MNGT 4633 - Business Policy	All students	Every fall semester	The class average must be greater than 70%	Met once – Fall 2013 (100%)
		Direct (information systems portion of MFT).	MNGT 4633 - Business Policy	All students	Every fall and spring semester	JMSB students will average scores at or above the norm group average	Met once - Spring 2014 (100%)
		Indirect (senior exit survey question – 20 (h) “The courses and faculty in the JMSB helped develop the computer and technological skills to be competitive in the job market”).	MNGT 4633 - Business Policy	All students	Every fall and spring semester	80% of students will score acceptable or higher and the average should exceed 3.7	Met twice – Spring 2014 (94%) & Fall 2013 (91.4%)
Ethics: School of Business students possess the knowledge and understand the significance of making ethical business decisions.	a. Students will demonstrate an understanding of the process of making ethical decisions.	Indirect (senior exit survey question 20 (c) – “The courses and faculty in the JMSB helped develop my ethical sensitivity.”).	MNGT 4633 - Business Policy	All students	Every fall and spring semester	80% of students will score acceptable or higher and the average should exceed 3.7	Met twice – Spring 2014 (97%) & Fall 2013 (85.7%)
		Direct (CompXM exam in capstone simulation “ethics plug-in”)	MNGT 4633 - Business Policy	All students	Every fall semester	80% of students must score greater than 70%	Fall 2014
		Direct (using in-house questions given to students with the MFT.)	MNGT 4633 - Business Policy	All students	Every fall and spring semester	80% of students must score greater than 70%	Under Revision
		Direct (observation using Ethics Rubric).	BUS 3333 Business Ethics	All students	Every fall and spring semester	80% of students will score acceptable or higher	Fall 2014
Teamwork: JMSB graduates will possess the skills necessary to work effectively as a member of a team.	a. Students will demonstrate the ability to initiate and carry out projects in a group setting.	Indirect (senior exit survey question 20 (g) – (“The courses and faculty in the JMSB helped develop my ability to work effectively in teams.”)	MNGT 4633 - Business Policy	All students	Every fall and spring semester	80% of students will score acceptable or higher and the average should exceed 3.7	Met twice – Spring 2014 (94%) & Fall 2013 (91.4%)
		Indirect (peer evaluations for group simulation project).	MNGT 4633 - Business Policy	All students	Every fall and spring semester	80% of students will score acceptable or higher	Under Revision

Business Knowledge: JMSB graduates will have an understanding of the functional areas of business and how they relate to each other.	a. Students will demonstrate a working knowledge of each functional area of business.	Direct (MFT) in the area of accounting	MNGT 4633 - Business Policy	All students	Every fall and spring semester	JMSB students will average scores at or above the norm group average	Met once – Spring 2014
		Direct (MFT) in the area of economics	MNGT 4633 - Business Policy	All students	Every fall and spring semester	JMSB students will average scores at or above the norm group average	Met once – Spring 2014
		Direct (MFT) in the area of finance	MNGT 4633 - Business Policy	All students	Every fall and spring semester	JMSB students will average scores at or above the norm group average	Met once – Spring 2014
		Direct (MFT) in the area of international issues	MNGT 4633 - Business Policy	All students	Every fall and spring semester	JMSB students will average scores at or above the norm group average	Met once – Spring 2014
		Direct (MFT) in the area of legal and social environment	MNGT 4633 - Business Policy	All students	Every fall and spring semester	JMSB students will average scores at or above the norm group average	Met once – Spring 2014
		Direct (MFT) in the area of management	MNGT 4633 - Business Policy	All students	Every fall and spring semester	JMSB students will average scores at or above the norm group average	Met once – Spring 2014
		Direct (MFT) in the area of marketing	MNGT 4633 - Business Policy	All students	Every fall and spring semester	JMSB students will average scores at or above the norm group average	Met once – Spring 2014

Based upon our measurements two areas failed to meet our standards. The first area of concern in the BBA program was ethics. As shown in the plan, ethics is measured several ways. In Fall 2013, ethics was measured using Senior Exit Surveys and the Ethics Rubric. While student survey data met our standards, data from evaluating rubrics did not. For the evaluation, students were challenged to evaluate a business action or decision for ethical dilemmas, recognize stakeholders affected by the action or situation, consider the impact of various solutions, and choose and implement an action or decision. However, only two-thirds (66.7%) of students met or exceeded the standard. The ethics course instructor determined that the previous case study might not have allowed for an accurate measurement due to its alignment with the current rubric. Thus, we were unsure whether we had a problem with ethics or only a problem with the measure. Our response to this predicament was to tackle both problems and remeasure in Spring 2014. The instructor changed the case study and revised the questions to better meet the rubric in an attempt to correct a potential problem with the measure. However, we realize that does not constitute a curricular intervention. To mitigate the potential problem that students were deficient with the analysis of the case, the instructor provided the students with some additional training in analyzing the case. Changes were implemented in the course and the measurement was taken again in Spring 2014 with the result being that students remained deficient in this area. A curricular intervention is again being applied in Fall 2014 and will be measured at the end of that semester.

The second area of concern was low Major Field Test (MFT) scores, which the JMSB utilizes to measure business knowledge. The MFT evaluates student performance in the areas of accounting, economics, management, marketing, quantitative business analysis, finance, legal and social environment, information systems, and international issues. In early Spring 2014 the

CMAOL committee reviewed student scores over the last three years and found student performance to be somewhat erratic, in that in some areas – in some years – JMSB students met or exceeded the norm. However, in looking at the three-year average, JMSB students scored below the norm in all nine categories. One challenge is that due to our small student body size (sample size) our standard deviation is large.

The JMSB examined results of student scores on the MFT that indicated (based upon a three-year average) JMSB students performed below the norm. This is of particular concern to the faculty, as a business school needs to produce graduates who are competent in the key areas we teach---accounting, finance, management, and marketing. The finance department implemented some key changes in teaching methodology within the FIN 3113 (Business Finance) course based on MFT scores, performance in upper division finance classes, and changes in available technology. During Summer 2013, finance faculty adopted a new version of the textbook that was just released and built the course using all the new technological tools that were being offered to enhance student engagement. A key component of the textbook included LearnSmart and tutorials. Tutorials for math, statistics, economics, and accounting were made available to students for their use as needed. LearnSmart provides a series of adaptive questions for each of the chapters' objectives and students get immediate feedback on their response. Each chapter was automatically graded. Finance faculty made these required assignments and included it as part of the course grade. The exciting aspect was that the instructor could permit students to retake the assignment to improve their grade. These assignments took about 30-45 minutes (if the student knew the material well). The system would reveal the students score and the anonymous score of other students. Some students became competitive to achieve the highest score. These key changes in the teaching methodology within FIN 3113 were passed on and continued when a newly hired finance faculty member took over the responsibility for the course for the Fall 2013 semester.

This finance faculty member generally followed this approach for Fall 2013 and Spring 2014. Based on the same rationale, the finance faculty extended the course modifications by building a “self-contained” study guide offered through Blackboard. The purpose of the study guide is to help students study from home. Also, it may serve as additional course content if the course is to be offered in an online or blended format. The online contents are not textbook specific and are not chapter-based, but they are topic-based so that the course is not tied to a specific textbook. In case the textbook no longer meets our goals or there is a better choice available on the market, the instructor does not need to reinvent the wheel. The online content includes a general guideline on each of the topic, where each topic is called a “Learning Module,” a series of video clips that demonstrate details of solving financial problems on a financial calculator, and summary PowerPoint slides that help students to wrap up the “Module.” Each Learning Module also contains the LearnSmart assignments and a number of tests. Students may utilize LearnSmart to get familiar with the concepts and basic problem solving. They then take challenges in the “intermediate” tests to self-assess their knowledge and skills mastered from the Learning Module. There are one to three intermediate tests in a Learning Module, depending on the difficulty and the scope of the topic. Students may take “intermediate tests” as many times as they wish, but the test results do not count toward their grade. Instead, they need to prove that they have sufficient knowledge to access the “final test” by scoring at least 70% on each of the intermediate tests in the module. There is only one “final test” in each module, and it is the only

test affecting the student's semester grade. This "self-contained" study guide was used in Summer 2014 and is also being used in Fall 2014.

Finance faculty also employed MyFinanceLab, another online supplement website, in Fall 2014. What MyFinanceLab does is very similar to Connect with LearnSmart, which aims to provide adaptive learning experiences for students. MyFinanceLab has a "Study Plan." Students earn a "Mastery Point (MP)" for each of the learning objectives in a chapter through their practices and completion of the chapter assignments. This performs in line with the self-contained materials that finance faculty have been building to enhance the likelihood of student success in this course.

Because this course is a 3000 level course and students do not take the MFT until they are near graduation, the success of these curricular interventions cannot be immediately determined. However, this curricular intervention resulted in students' grade increases. In the Fall 2013 semester, 23.3% (7 of 30) of students earned a grade of D or F for the course compared to the 19.5% (9 of 46) of students for the Spring 2014 semester. In Summer 2014 only 7.1% (1 of 14) of students earned a grade of D or F for the course. The initial measurements using the last three semesters of MFT scores indicate that finance students have exceeded the national norm. JMSB finance students scored 44 versus the national norm of 42.8. The combined effort of curricular intervention by close examination of MFT scores and finance faculty members focusing on means to address student deficiencies in that area have been successful. We will continue to use a similar approach in other areas within the JMSB. Please note that historically we have reported MFT data on an annual basis but are now looking at the data more closely on a semester-by-semester basis.

Additional Areas of Measurement. In addition, the CMAOL committee measured the following additional areas; however, as student performance met the benchmarks no curricular interventions were required at this time with the exception of developing the Career Development Seminar as noted below.

An additional measurement taken was the evaluation of our internship students. This area was selected in part to assess business knowledge as well as communication and problem solving skills. Internships were rated by employment supervisors on the basis of their problem solving skills as well as their written and oral communications skills. Based upon responses from employers, 81.8% (9 of 11) of students met or exceeded expectations. One of the students, who was ranked unsatisfactory in communications, was a foreign student. That student later completed a second internship and successfully met the communications standards. As the result of comments on the Student Internship Evaluation forms and in preparation of the new 2013 standards, the JMSB faculty developed a new course, BUS 4901 Career Development Seminar. The course has been approved and will be implemented in the Spring 2015 as a required course for all majors in the JMSB. The course will better prepare our graduates with "soft skills" not necessarily covered in traditional business courses. Topics include developing a professional resume, interviewing skills, and business etiquette. We believe this new seminar will not only benefit our students but also help us to integrate more professionals from the business community into our curriculum. The syllabus for the course can be viewed by clicking [HERE](#).

Another area measured was results from the Senior Exit Survey. The Senior Exit Survey is now completed and submitted online. The Senior Exit Survey is required for successful completion of the undergraduate Business Policy course. The Senior Exit Survey asks graduating seniors to rate the faculty performance and courses with regard to preparing students with job skills as they prepare to enter the workforce. The evaluation includes questions on the ability of the student to analyze a complex situation, student capacity for critical thinking, ethical sensitivity, writing skills, oral presentation skills, ability to work effectively in teams, and technological skills. As results from this survey are based upon student self-reporting, this should be evaluated in conjunction with other measures, such as the CompXM and MFT exams. Based upon survey results, no particular curricular interventions are recommended; however, improvements have been made as to how the data is collected.

The JMSB faculty also measured using the CompXM exam in the Business Policy class. We examined student ability of management use of information, quantitative learning skills, and critical thinking skills. This is a relatively new measure for us as an assessment tool. The CMAOL committee set an initial benchmark of 70 as the standard and, in each category, students met the standard.

In Spring 2014 all eight BBA objectives were measured. Our communications goal has two objectives, oral and written. The written communications objective was measured with all three measures and no curriculum interventions are required at this time. The oral communications objective was measured with two of three measures and no curriculum interventions are required at this time. As with the MBA program, oral communications was not evaluated with the rubric. This will be accomplished in Spring 2015.

Our problem-solving goal has three objectives. These objectives were measured using internships, Senior Exit Surveys, rubrics, and MFT-B scores according to our plan. Our students met our standards in each area so no curricular interventions are required at this time.

Teamwork was measured using Senior Exit Surveys and our students met our standards in each area so no curricular interventions are required at this time. As with the MBA program, there were issues with the peer evaluation process that need to be worked out. This is in progress along with the remedy for the MBA program.

The measurement of our objective in ethics suggests that this continues to be a problem area for us. As noted earlier, another curricular intervention is being applied in Fall 2014 and will be remeasured again. When we have met the standard in this area, we will consider changing this measurement to using the ethics measure in the CompXM exam as this will allow us to be measured against a national norm.

Business knowledge was evaluated using MFT-B scores. While changes in the MFT-B exam preclude comparing scores to last year, we can compare our standing relative to the national norm for this year. We can also compare our historical standing to the national norm. Results suggest that our students are below the norm in the following areas: Economics, finance, marketing, and international.

Key changes since the Peer Review Team Visit

Since the Peer Review Team visit, SE and the JMSB welcomed the University's 20th President, Sean Burrage. President Burrage began his new duties on July 1, 2014. He is an attorney by profession but has played important roles in both higher education and public service (recently completing his second term as an Oklahoma State Senator for District 2). President Burrage's complete bio can be viewed by clicking [HERE](#).

Additional changes included hiring two full-time JMSB faculty members for the Fall 2014 semester---one in finance and one in marketing. These new faculty members assist in increasing our commitment to meeting and exceeding the number of Scholarly Academics (SA) in the JMSB. In addition, this further strengthens the finance area, which had been deficient in the 2012-2013 academic year. Currently, there are now three full-time SA faculty members in the finance area.

The JMSB also purchased subscriptions to several research databases – CRISP and Audit Analytics – that will allow finance and accounting faculty to obtain the necessary data needed to conduct research in meeting their intellectual contribution requirements. In addition, a subscription to the SEDONA system was purchased for the 2014-2015 academic year. SEDONA will better assist the JMSB in tracking and reporting information for AACSB purposes.

Additionally, as part of the JMSB marketing plan, a cinema advertising campaign was developed and implemented at the Cinemark movie theater in Sherman, Texas. This is the closest movie theater to Durant and will help draw additional students from the north-central Texas growing market. The theater campaign continues to run until Christmas, 2014. Enrollment for the JMSB for the Fall 2014 shows a slight increase over Fall 2013 in undergraduate enrollment (425 versus 422) and a significant increase for the MBA program (56 versus 39).

Another major task was to revise and update the JMSB Policy and Procedures manual. The function of the Policy and Procedures manual is to detail how the JMSB addresses AOL and how faculty members will meet and maintain faculty qualification standards for AACSB.

At the same time, the JMSB faculty set about to revise and update the mission statement and learning objectives. Upon recommendations from the AACSB meeting presenters in Tampa during the January 2014 training session, the mission statement and undergraduate learning goals were revised including removing leadership (but keeping in teamwork) as one of the learning goals. This is necessary to insure that faculty and students understand that the learning goals are an integral part of our mission and that in order to achieve our mission we need to meet the specific goals. The revised mission statement and learning undergraduate learning goals are shown on the following page.

Revised Mission Statement

<i>The mission of the John Massey School of Business is to develop business professionals who are able to apply their knowledge of business to solve problems effectively as individuals or in a team environment, clearly communicate their ideas to appropriate audiences, and demonstrate an understanding of the process of making ethical decisions. The JMSB recognizes and values a wide range of intellectual contributions with an emphasis on applied knowledge and practice.</i>

Revised Undergraduate Learning Goals

Goal 1: <i>Communication.</i>

JMSB graduates will be effective communicators with the ability to prepare and deliver oral and written presentations using appropriate technology.

Objective a. JMSB students will create well-written documents on a business topic.

Objective b. JMSB students will deliver an effective oral presentation on a business topic.

Goal 2: <i>Problem Solving.</i>

JMSB graduates can apply critical thinking skills, quantitative methods and technology to problem solving.

Objective a. JMSB students will demonstrate a working knowledge of the problem solving method.

Objective b. JMSB students will demonstrate the ability to use appropriate quantitative methods to inform data driven decision-making.

Objective c. JMSB students will demonstrate the ability to use current technology to aid managerial decision-making.

Goal 3: <i>Ethics.</i>

JMSB students will possess the knowledge and understand the significance of making ethical business decisions.

Objective a. Students will demonstrate an understanding of the process of making ethical decisions.

Goal 4: <i>Teamwork.</i>

JMSB graduates will possess the skills necessary to work effectively as a member of a team.

Objective a. JMSB students will demonstrate the ability to initiate and carry out projects in a group setting.

Goal 5: <i>Business Knowledge.</i>

JMSB graduates will have an understanding of the functional areas of business and how they relate to each other.

Objective a. JMSB students will demonstrate a working knowledge of each functional area of business.

Appendix A



January 14, 2014

Lucretia Scoufos
Dean, Instruction
Southeastern Oklahoma State University
John Massey School of Business
1405 North 4th Avenue, Box 4107
Durant OK 74701-0609

Via Email: lscoufos@se.edu

Dear Dean Scoufos:

After reviewing the Peer Review Team's Visit Report, the Continuous Improvement Review Committee concurs with the Team's recommendation that the continuous improvement review (formerly maintenance) of the undergraduate and master's degree programs in business offered by Southeastern Oklahoma State University be continued for an additional year. The Continuous Improvement Review 2 will be completed prior to December 1, 2014. **A Continuous Improvement Review 2 does not change the current accredited status of your degree programs in business.**

As noted in the Continuous Improvement Review Visit Report, the Continuous Improvement Review 2 will allow additional time to address the following educational quality issues and expectations for resolution (accreditation-related standards are specified within parentheses):

- The Peer Review Team noted that JMSB appears to be deficient relative to Standard 15: Curricular Management. Specifically, it is recommended that the JMSB take the following actions during the 6th Year Review timeframe:
 1. Using the existing Assurance of Learning process, develop a specific plan for the measurement of all MBA learning objectives over the next 4 years.
 2. At least one of the MBA learning objectives should be measured within the Continuous Improvement Review period with a subsequent curriculum intervention. A plan for further measurement of the effect of the curricular change should be included in the overall AOL plan.
 3. Develop a detailed plan for the systematic measurement and analysis of BBA learning objectives. As JMSB is further along with their analysis of BBA learning objectives, the plan should include at least two documented curricular interventions and subsequent measurement of the effects of these changes.

In totality, the required actions should result in the movement of JMSB toward ensuring compliance with standards related to Curriculum Management and Assurance of Learning Standard 15 of the 2003 AACSB Standards and 2013 Standards 8 & 9 of the 2013 review) before their next review.

Successful resolution of the issues above must be completed before accreditation can be extended. Complete description of each Standard, along with interpretive information, can be found on the AACSB International website (<http://www.aacsb.edu/accreditation/standards.asp>).

A Continuous Improvement Review 2 Team will be appointed to facilitate the continuous improvement review during this additional year. The Continuous Improvement Review Committee proposes for your approval Enrique R. Venta

The Association to Advance Collegiate Schools of Business

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as the chair and Craig McAllaster of Rollins College as the second member of your Continuous Improvement Review 2 Team. Please advise if the proposed team is not acceptable. Otherwise, the team will be invited within 30 days. Please note that the policy for a sixth year review requires that your institution be assessed an annual fee of \$5,000 in the 2014-15 academic year.

Please submit an electronic response to the specific concerns cited above to each Continuous Improvement Review 2 team member and to the Committee Chair (via email attachment to circ@aacsb.edu) no later than October 15, 2014. The Continuous Improvement Review 2 Team will review the response and make a determination as to whether an on-site review will be required.

The Continuous Improvement Review Committee and the AACSB International staff wish to be of assistance for clarification of process issues. Should you have questions, please contact Jane Lawler, Senior Manager, Accreditation Services, jane@aacsb.edu or (813) 769-6512.

Sincerely,



Denise Smart
Chair, Continuous Improvement Review Committee

c: Peer Review Team
Enrique Venta, Team Chair and Proposed Continuous Improvement Review 2 Team Chair
James Fenton, Team Member
Marc Miller, Team Member

Appendix B

ACCREDITATION REVIEW TEAM REPORT - Business

Southeastern Oklahoma State University John Massey School of Business

I. Team Recommendation

A. *Accreditation Recommendation*

Continuous Improvement Review Two to take place in the following year to examine the specific accreditation standards-related problems cited in the Accreditation Review Visit Report, along with the respective reporting expectation, reporting date and the expectations for accomplishments. Concurrence by the Continuous Improvement Review Committee is required prior to official notification.

B. *Team Recommendation Review Schedule:* The Continuous Improvement Review Committee will meet Monday, December 9, 2013.

II. Identification of Areas That Must Be Addressed:

The 2008 initial accreditation review mentioned four areas that needed to be addressed prior to the next continuous improvement review. The school has made progress in all areas.

- Refine the strategic plan to connect more closely with financial strategies that incorporate the allocation of resources around key objectives (Standard 4: Continuous Improvement Objectives).
During the 2008-2009 academic year, the John Massey School of Business (JMSB) dean, faculty and staff began formal and informal discussions concerning revisions to the strategic plan. Faculty members continue to meet at least annually with outside consultants (David Martin, Danny Arnold, or GERALYN Franklin) and continuously monitor and fine tune the plan. A new mission was approved in 2013.
- Further enhance the assurance of learning process at the MBA level (Assurance of Learning Standards 18 and 19)

The JMSB has taken particular steps in implementing the training of faculty in AOL concepts. In December 2008, several faculty members of the JMSB's AOL committee attended the AACSB Assessment conference in Dallas, Texas. In 2009, Professor David Martin, Dean, St. John Fisher College, delivered a full-day seminar for the JMSB faculty.

After the training seminars, and with faculty concurrence, the AOL committee:

- Reduced the ten goals to a more manageable five.

- Developed goal-specific rubrics for course-embedded assessment, which would allow goal statistics to be generated independent of faculty and course.
- Developed an assessment plan that required less data collection than the earlier process.

During the 2009-2010 academic year, the AOL committee met to refine goals and develop rubrics. The rubrics and processes were finalized in the spring 2011. The data from the rubrics has been captured and are currently being evaluated.

- Improve career awareness of professional opportunities for undergraduate and graduate students (Standard 8: Staff Sufficiency-Student Support).

Southeastern University (SE) and the JMSB employ a number of activities in and out of the classroom to develop career awareness. At the university level, this includes career development and preparation workshops, as well as internship and job opportunities. Within the JMSB, many faculty members bring in guest lecturers not only to speak on various topics, but also to provide students with information regarding career opportunities.

SE's Career Management Center hosts several annual job fairs and various workshops (interviewing and soft skills, resume prep and related topics). The JMSB Accounting/Finance Club hosts events that bring professionals (e.g., FBI agents, Census Bureau employees) into the classrooms. The JMSB also provides students with internship opportunities during their senior year. The students receive college credit and job experience during the semester-long internship. Many of these internships lead to job offers upon graduation.

- The school should continue to diversify the faculty with special efforts on race and gender (Eligibility Criteria D: Diversity).

Southeastern and the John Massey School of Business make every effort to diversify the faculty. Every job announcement includes the following statement "SE is an AA/EEO employer committed to multicultural diversity". In addition, Southeastern requires yearly search committee member training and closely monitors every search to insure that the university is in full compliance

The JMSB faculty is diverse with respect to ethnicity, gender, age and geography. Of the current faculty members, 86% are Caucasian while 14% are Native American or Hispanic. With the addition of Drs. Chen and Malimage, the current faculty diversity ratios are as follows: 80% are Caucasian, while 20% are Native American, Hispanic or Asian. With respect to gender, females make up just over 28% of the faculty. With respect to age, 36% of the faculty members are under the age of 60. With respect to gender, females make up just over 27% of the faculty. With respect to age, 40% of the faculty members are under the age of 60. In addition, Dr. George Collier is Professor Emeritus and a member of the Choctaw Nation. His dedication to the University is demonstrated by the fact

that he continues to teach and plays an important role as a member of the JMSB faculty.

- Identification of areas that must be addressed during the 6th Year Review citing the specific accreditation standard(s) relevant to the issue(s) to be addressed and the reporting that is required.

We find that JMSB is deficient relative to Standard 15: Curricular Management. Specifically, that the JMSB must take the following specific actions by the end of the 6th Year Review:

1. Using the existing Assurance of Learning process, develop a specific plan for the measurement of all MBA learning objectives over the next 4 years.
2. At **least one** of these MBA learning objectives should be measured within the 6th year review period with a subsequent curriculum intervention. A plan for further measurement of the effect of the curricular change should be included in the overall AOL plan.
3. Develop a detailed plan for the systematic measurement and analysis of BBA learning objectives. As JMSB is further along with their analysis of BBA learning objectives, the plan should include **at least two** documented curricular interventions and subsequent measurement of the effects of these changes.

In totality, the required actions should result in the movement of JMSB toward ensuring compliance with Standard 15 of the 2003 AACSB Standards (Standards 8 & 9 of the 2013 review) before their next review in 2018.

III. Relevant Facts and Assessment of Strengths and Weaknesses in Support of the Team Accreditation Recommendation

A. Situational analysis:

The John Massey School of Business (JMSB) at Southeastern Oklahoma State University (SE) received AACSB initial accreditation in 2008. SE is one of 11 public regional universities in the state of Oklahoma, but the only regional to AACSB accreditation. In Oklahoma, the only other institutions of higher learning that have colleges/schools of business accredited by AACSB are the two flagship state universities (Oklahoma State University and University of Oklahoma) and a private university (University of Tulsa).

The JMSB offers five BBA majors (one with an additional specialized focus) and an online MBA degree with an eight-week course format. The JMSB also includes the Aviation Institute which grants two Bachelors' degrees and one Masters' degree. The programs and degrees for the Aviation Institute have been excluded from AACSB consideration due to: a) independence, b) distinctiveness,

c) the Institute being subject to their own accreditation, and d) because the programs are such a specialized field.

The School of Business has many different unique strengths and opportunities that have a positive impact on the quality of the business school. These include:

The JMSB enjoys nine Endowed Chairs and two Endowed Professorships. This allows for the school to recruit and retain faculty consistent with the mission of the Massey school.

The JMSB has an affordable tuition structure which allows for the effective recruitment and retention of students.

SE was selected to the 2012 President's Higher Education Community Service Honor Roll for its extensive involvement in community service. During the 2010-2011 academic year, more than 760 individuals from SE (students-faculty-staff) completed, collectively, approximately 30,000 hours of community service activity and approximately 28,495 individuals were served through SE's involvement.

The JMSB has revised its MBA program as a completely online program that can be completed in less than two years. Courses are offered in an eight-week online format.

The JMSB is actively involved with the Choctaw and Chickasaw nations to assist in recruiting Native American students. SE ranks seventh in the nation in awarding undergraduate degrees to Native American graduates.

For the past four years, Southeastern has been named a Military Friendly School by *G.I. Jobs* magazine. This honor is awarded to only the top 15% of colleges and universities among the 1,739 colleges, universities, and trade schools across the country.

The JMSB has an active and evolving Assurance of Learning Process. Since the last review, the school has taken steps to streamline AOL processes to increase usefulness, while reducing faculty efforts in collecting data. These improvements included:

- Reduced the ten goals to a more manageable five.
- Developed goal-specific rubrics for course-embedded assessment, which would allow goal statistics to be generated independent of faculty and course.

New concentrations in Management, Health Care Information Systems and Entrepreneurship for the MBA program recently received final state approval, however the Entrepreneurship and HIS options have not been deployed due to an unexpected lack of faculty resources.

Overall, the JMSB is uniquely positioned for growth in their service area and is deploying the necessary resources to capitalize on this growth.

- B. Changes impacting Eligibility Criteria: There are no changes affecting the school's alignment with AACSB Eligibility Criteria A-G.
- C. Strategic Management addressing the following:

The JMSB appears to be a mission-driven organization that seeks to structure all processes and activities in a manner that complements and is consistent with the overall university purpose. Examples of this include the development of programs that attempt to utilize the strengths of the region they serve, the capacity of the university, and the current faculty. For example, a strategic planning assumption is stated as "Economic development in Oklahoma requires an educated workforce, creating increasing demand for business school graduates. Most of the private sector jobs in the region will be in small business." This has been translated into programs in Entrepreneurship, Health Information Systems, and an online MBA.

Mission Development Process

Three key stakeholder groups are used to provide valuable guidance and insights into the Strategic Planning Process in JMSB. These are the Business Advisory Board, the Student Advisory Board, and Interdepartmental colleagues. These groups along with faculty and staff were used to develop and revise the mission statement and strategic planning in its current form.

Since the last accreditation review, a new mission statement was developed and serves as the springboard for all decisions and activities within the JMSB. The mission statement is prominently displayed in key JMSB areas as a reminder to faculty, staff, and students.

The mission of the John Massey School of Business is to be a premier business program. We prepare our business and aviation students to meet the global challenges in a competitive and ever-changing environment by providing an excellent and continuously improving learning atmosphere that emphasizes both academic and applied knowledge. We are a responsible partner in the economic development and quality of life of the region by providing effective application of knowledge to our stakeholders. The JMSB recognizes and values a wide range of intellectual contributions with an emphasis on applied knowledge and practice.

Assessment of Strategic Planning Processes

The strategic planning process resulted in three major strategic initiatives that are consistent with the current mission statement and vision for the university:

Initiative 1—Two major initiatives were launched in the MBA program. First, as an alternative to taking the four prerequisite courses to be admitted to the MBA program, the applicant may choose to take an advanced standing test in one or all of the prerequisites or take the admission preparation program. Second, the MBA program was re-engineered to move to an online format for all courses.

Initiative 2—A second initiative is to fulfill the vision of Dr. Walter “Buddy” Gaster, former Dean of the JMSB, in developing the Native American Center for Business Development and Research.

Initiative 3—A third initiative is the development of certificate programs in Management, Hospitality Management and Entrepreneurship for southern Oklahoma and north central Texas, which are considered to be the two major market areas to be served by the programs. This initiative is being funded by a Chickasaw Nation grant and is currently still in the development phase.

These initiatives are consistent with the overall direction of the university, utilizes the resources that are available to the JMSB, and are indicative of a business school which emphasizes longer term strategic planning processes.

Intellectual Contributions

Collectively, the JMSB faculty published 103 peer-reviewed journal articles during the five-year review period and produced a total of 263 intellectual contributions for the same period. The emphasis of the contributions center on Contributions to Practice which account for 40% of the faculty's intellectual contributions followed by Discipline-based research (33%) and Learning and Pedagogical research (27%). This seems appropriate and consistent with the mission of the JMSB. Publication outlets include:

- Academy of Entrepreneurship Journal
- Administrative Issues Journal
- Entrepreneurial Executive
- Journal of Applied Case Research
- Leadership & Organizational Management
- Research in Business and Economics Journal

The intellectual contributions for the JMSB emanate from a substantial cross-section of faculty in each discipline and the mix of research is appropriate to the school's mission. The JMSB faculty published 39 percent of total intellectual contributions in peer reviewed journals. Considering the mission of this school, this is quite an accomplishment. Total intellectual contributions came from the entire faculty, not simply a cross section.

Financial Factors

Over the last ten years, Southeastern has experienced significant resource challenges. In this time period, the percentage of state funding dropped from 61.3% in 2003 to 41.8% in 2013, reversing the proportion paid by the state and students. Student tuition & fees went from 34.2% to 54.5% during this same time period. However, the JMSB seems to be weathering this storm as best as it can. Examples of the school's ability to weather these challenges include the hiring of AQ faculty in Finance and Marketing at competitive salaries, maintaining operating budgets, and allocating resources to increased marketing and promotional budgets. The JMSB's operating budget to maintain AACSB accreditation should not be impacted if state appropriations should decrease. Maintaining specialized accreditation appears to be a priority of the university in developing its budget.

Continuous Improvement Outcomes

Overall, JMSB appears to be utilizing the strategic planning processes appropriately. The process has resulted in many different major improvements including:

- New MBA Concentrations proposed Entrepreneurship and Health Information Systems
- Certificate Programs in Management, Hospitality Management, and Entrepreneurship.
- Online delivery of the MBA

In addition, the strategic planning process involves evaluating operational and tactical areas including:

- Evaluating class sizes to ensure operational efficiency
- Evaluate course offerings in relationship to peer/aspirant programs
- Use faculty reviews to evaluate the consistency of faculty effort with AQ/PQ standards

Participants

Student Participants

The JMSB's student population is diverse, but primarily consists of White/Caucasian (53.86%) and Native American (25.31%) students. The largest changes in the JMSB's student body are the increase in Black/African American (26.1%) and Hispanic (20.0%) students. Approximately 69% of students are Oklahoma residents and 16% are Texas residents. Notable changes in residency status are that international student enrollment has increased by 250%. With respect to gender, women comprise just over half of the student population (54.5%). Full-time students represent 65% of the student body; however, part-time students account for the largest growth (46.5%).

D. Participants addressing the following:

- Student admission policies, trends, support services, identifying any issues or strengths
Admission policies, support services and access to faculty: The admission policies are appropriate to the JMSB. Appropriate support services (e.g., advising services, career services) are available to students. The physical plant provides good technology and teaching spaces and there are spaces for student advising and career services.
- In regard to faculty sufficiency (Standard 9):
 - The JMSB has an appropriate deployment of participating and supporting faculty over the entire school, the core disciplines, and all programs.
 - There are no non-alignment issues. The JMSB meets the spirit and intent of the student-faculty interaction principles.
 - The JMSB has policies for determining participating status that are based on continuing appointments and involvement with mission driven activities, including faculty governance, student advising both individual and through professional or student organizations, institutional service, curricular development, professional development and outreach activities to external communities.
- In regards to faculty qualifications (Standard 10):
 - The JMSB has an appropriate deployment of participating and supporting faculty over the entire school, across the core disciplines, and across all programs, with the exception of the discipline of Finance.
 - In Finance the percentage of AQ was 40% and AQ+PQ was 60%. However, the school was approved to hire two additional faculty members in Finance with one being added in Fall 2013 and an additional Finance line to be hired for a start date in Fall 2014. As such, with the additional hires the JMSB is in compliance with the faculty deployment standard.

Existing faculty management policies (e.g., hiring, mentoring, promotion and tenure, workload, evaluation and reward systems) are appropriate and ensure the deployment of sufficient and qualified faculty in support of degree programs

E. Assurance of Learning:

Assurance of Learning is a faculty-driven process in the JMSB. The responsibility for this process is assigned to the Assessment Committee, which is comprised of six members, five of whom are from the business faculty and one from the aviation faculty. The committee also has a mix of graduate and undergraduate faculty.

In consultation with faculty, the Assessment Committee is charged with developing a structured plan to assess student performance regarding each objective in the BBA and MBA programs. Objectives are measured using a variety of techniques: Case

studies, projects, presentations, course embedded assessments, the Major Field Test and the CompXM exam which is given in the final semester of the student's undergraduate degree.

The JMSB has an active and evolving Assurance of Learning Process. Since the last review, the school has taken some steps to streamline AOL processes to increase usefulness, while reducing faculty efforts in collecting data. These improvements included:

- Reduced the ten goals to a more manageable five in the BBA program.
- Developed goal-specific rubrics for course-embedded assessment, which would allow goal statistics to be generated independent of faculty and course.
- The planned use of case studies to evaluate ethics using a rubric to validate findings in the major field test (MFT).
- Increasing the required score of 130 on the MFT in order for students to pass that section of the capstone course.
- Beginning the process to add ENG 4983 (an advanced writing communication course from the Center for Rhetoric and Professional Development) as an elective in various majors.
- Assessing the impact of the removal of the International Business course from the curriculum.

While all of these and other improvements we find laudable and certainly indicate a movement toward creating a culture of assessment within the school, the JMSB has failed to move the AOL process to the next stage in their evolution. We have found very little evidence of "closing the loop" at the undergraduate level and no evidence at the graduate level. The JMSB has not measured a result that has driven a curricular change at either a macro or micro level which has subsequently been re-measured for efficacy of the curricular modification.

Standard 15 (Management of Curricula) indicates that "The school uses well documented, systematic processes to develop, monitor, evaluate, and revise the substance and delivery of the curricula of degree programs and to assess the impact of the curricula on learning. Curriculum management includes inputs from all appropriate constituencies which may include faculty, staff, administrators, students, faculty from non-business disciplines, alumni, and the business community served by the school." The basis for judgment of this standard includes: "Evidence of recent curriculum development, review, or revision demonstrates the effectiveness of curriculum management."

We find that the JMSB has certainly made progress toward satisfactory completion of the standard, but we find little to no evidence of effective curriculum management. For example, while they have assessed the impact of the removal of the international business (IB) course from the curriculum, the school has failed to

systematically determine if the intervention for IB coverage has had the desired effect.

Overall, the Assurance of Learning process has not shown significant movement in maturation since initial accreditation. The initial accreditation report indicated that the AOL process should “further enhance the assurance of learning process at the MBA level.” We find no evidence that this has been completed.

IV. Commendations of Strengths, Innovations, Unique Features and Effective Practices

A. Commendations for Strengths, Innovations, and Unique Features:

- The faculty have successfully moved the MBA program into an online space. This move was necessitated by slow enrollment growth in the Durant area and a need to provide the MBA across a broader geographic region. The online format seems to be working well and plans for assessing the program are under way.
- Enhanced relationships with the university community. With Dr. Lucretia Scoufos' appointment as Dean of Instruction at the university, the JMSB has begun to work more closely with other departments and individuals across campus, as well as constituents throughout the Texoma region.
- The school has been effective in developing and recruiting new faculty. In particular, the JMSB has hired AQ faculty in finance and marketing and intends to hire another marketing professor next year. In particular, the JMSB has hired AQ faculty in finance and accounting, and intends to hire one more finance and marketing professor next year.
- Based on student and alumni testimonials, the faculty—student interactions including advising and mentoring make the JMSB faculty appear like one would expect in a private school model. It is clear that this faculty truly cares about the students and goes out of their way to engage them.
- JMSB faculty appears to be a cohesive group who truly care about their work, their students, and the business communities that they serve.

B. Effective practices:

- The JMSB has been successful in engaging the alumni of the region. In particular, Mr. John Massey has been a strong supporter. The result is an

unusual number of endowed professorships and chairs in order to retain and reward dedicated faculty.

- The Native American Management Option was created to serve an important constituency of the JMSB and of Oklahoma.

V. Opportunities for Continuous Improvement

A. Relevant to the accreditation standards:

- In relationship to Standard 5: Financial Strategies (Standard 3 2013 Revision), we believe that the JMSB should develop financial strategies which are more closely aligned to the strategic initiatives as identified in their current strategic plan. Future revisions of the strategic planning process should indicate three to five year financial strategies, which indicate the means for achieving the strategic goal.
- In relationship to Standard 16, Undergraduate Learning Goals (Standards 8 & 9 2013 Revision), we believe that JMSB should create a process for assessing the learning goals currency in light of current mission and strategic objectives of both the overall university and the JMSB.
- In relationship to Standard 9: Faculty Sufficiency (Standards 5&10 2013 Revision), we believe that JMSB has a unique opportunity to increase the number of PQ faculty (especially in light of the 2013 revisions). When considering strategic initiatives for future hospitality and banking programs, utilizing alternative faculty could provide unique curricular and program relevance.

B. Consultative report on matters not related to the accreditation decision:

- The JMSB engages some of its students in internships. The school might consider the use of mandatory internships for all majors. In addition to allowing students to get opportunities to apply some of what they have learned in the school, required internships also enhance job placement.

VI. Visit Summary

A. *Descriptive Information:* Brief description of the school including its size and institutional setting

SE was founded in 1909 as Southeastern State Normal School. SE's original purpose was the education of teachers for the public schools of Oklahoma but by 1968 had expanded its curriculum to include new programs in areas such as business, technology, aviation, and conservation. Southeastern received its present name, Southeastern Oklahoma State University, in 1974 and has continued to evolve. Presently, SE houses four academic schools: Arts and

Sciences, Education and Behavioral Sciences, JMSB, and the School of Graduate and University Studies. SE is one of 11 public regional universities in the state of Oklahoma, but the only regional to be accredited by AACSB International. In Oklahoma, the only other institutions of higher learning that have colleges/schools of business accredited by AACSB International are the two flagship state universities (Oklahoma State University and University of Oklahoma) and a private university (University of Tulsa). Southeastern enrolls about 3850 students. The JMSB enrolls 422 undergraduate students in its business programs and 65 students in the MBA program.

B. *Degree Programs:* List of all degree programs included in the accreditation review and the number of graduates in the previous year for each program:

Name of Degree Program	Major(s), Concentration(s), Area(s) of Emphasis	Graduates 2012-13
BBA	Accounting	9
BBA	Finance	7
BBA	Management	39
BBA	Marketing	13
BBA	General Business	21
BBA	Native American Management Option	0
MBA	General	7

C. *Comparison Groups:*

Comparable peers

University of Louisiana at Monroe

University of Houston – Victoria

Arkansas Tech University

Pittsburg State University (Kansas)

University of Central Arkansas

Christopher Newport University

Ohio Northern University

University of Tennessee at Martin

Northwestern State University of Louisiana

Stephen F. Austin State University

University of South Florida, St. Petersburg

Competitive group

Henderson State University

University of North Texas

Midwestern State University

University of Oklahoma

Ouachita Baptist University

Oklahoma State University

Texas A&M University - Commerce

Aspirant group
Sam Houston State University
Louisiana Tech University
Frostburg State University
Southeast Missouri State University
University of Arkansas at Little Rock
Georgia Southern University
University of West Florida –Pensacola
University of South Alabama

D. Visit Team Roster for **Southeastern Oklahoma State University**
Visit Dates: 10/27/2013 - 10/29/2013

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E. Review Visit Schedule:

**AACSB Peer Review Team
Maintenance of Accreditation Site Visit
October 27-29, 2013
Visit Schedule**

Sunday, October 27, 2013

Time	Activity	Location	Purpose	Participants
2:00 PM	Dr. Bressler picks up team members	DFW Airport	Dr. Venta – Flight AA 3697 arrives at 2:10 PM. (Terminal B) Dr. Fenton – Flight AA 1012 arrives at 2:25 PM (no terminal listed) Dr. Miller – Flight DL 2010 arrives at 2:25 PM (Terminal E)	
5:00 – 6:00 PM	Peer Review Team (PRT) Meeting	La Qunita Inn & Suites	Discuss team assignments, clarify major issues to resolve, and review visit schedule	Dr. Venta (Suite 324) Dr. Fenton, Jr. (KR 321) Dr. Miller (KR 319)
6:15 – 7:30 PM	Dinner	1832 Steakhouse (Choctaw Resort)	Preview visit activities with the Dean of Instruction and Accreditation Coordinator	PRT (3) Dean Scoufos Dr. Snowden Dr. Bressler

Monday, October 28, 2013

Time	Activity	Location	Purpose	Participants
7:30 AM	Depart from hotel to SE	In transit		PRT (3) Dr. Bressler

8:00 – 8:30 AM	Introduction to base room and tour of facilities.	Dean's Conference Room		PRT (3) Dean Scoufos Dr. Bressler
Strategic Planning:				
8:30 – 9:30 AM	Meet with Strategic Planning Committee	R300	Discuss Strategic and management issues	PRT (3) Dean Scoufos Dr. Bressler & Strategic Planning Committee: Dr. Stevens Dr. Silver Dr. Campbell Dr. Hrcir
9:30 AM	BREAK			
Student Support:				
9:45 – 10:15 AM	Meet with Undergraduate Students	R315	Discuss mission, teaching innovations, advising, career counseling and placement	Dr. Henry Venta (PRT) MNGT 4353 – Management Science – IETV course Canipe – class meets 9:30 – 10:45 AM
10:00 – 10: 30 AM	Meet with Graduate Students	R300	Discuss mission, teaching innovations, advising, career counseling and placement	PRT (3) Graduate Assistants – Vincent, William and Ngone
Faculty Management and Support:				
10:30 – 11:00 AM	Meet with Selected Faculty	R300		PRT (3) Dr. Bressler, AACSB Coordinator Dr. Smith, Chair- Accounting/Finance

				Dr. Campbell, Chair- Management-Marketing
11:00 – 11:30 AM	Parallel session	R300		Dr. Marc Miller Senior Faculty Dr. Hrcir Dr. Stevens Malimage Dr. Haley
	Meet with Selected Senior (tenured) Faculty	Meet with Selected Junior (non-tenured) Faculty		Dr. Jim Fenton Junior Dr. Chen Dr. Mr. Howard Mr. Leird
11:30 AM – 12:00 PM	Meet with MBA Director & Coordinator	2 nd Floor Faculty Lounge		PRT (2) Dr. Silver Mr. Howard
11:30 AM – 12:00 PM	Meet with SE AOL Director	A305		Dr. Marc Miller (PRT) Dr. Bryon Clark
12:00 PM	Lunch - from Roma's	R300		PRT (3) Dean Scoufos & Staff JMSB Faculty/Staff Members of Advisory Board SE Guests
1:00 -2:00 PM	External Relations	R300		Dr. Henry Venta/Dr. Jim Fenton Advisory Board Members
Assurance of Learning:				
2:00 – 2:30 PM	Meet with AOL and Curriculum Committee	R300	Discuss curriculum issues and assessment of learning	PRT (3) AOL Committee: Dr. Silver Dr. Stevens Dr. Speers Mrs. Combs Mr. Leird Curriculum Committee: Dr. Bressler Dr. Hrcir

				Dr. Von Bergen
2:30 – 3:00 PM	Meet with Student Services Staff	R300		PRT (3) V.P. Sharon Robinson, Student Affairs
3:15 PM	Prepare to depart to hotel			
4:00 PM	Depart to hotel			

Tuesday, October 29, 2013

Time	Activity	Location	Purpose	Participants
7:30 AM	Depart from hotel to SE	In transit		PRT (3)
8:00 - 8:30 AM	Meeting with Dean of Instruction and AACSB Coordinator	Dean's Conference Room		PRT (3) Dean Scoufos Dr. Bressler
8:45 -9:15 AM	Meeting with President and Provost	President's Office		PRT (3) President Minks V.P. McMillan
9:30 AM	Return to hotel to prepare for airport departure			PRT (3)
10:00 AM	Depart for Airport from Hotel Dr. Venta – Flight AA 3734 departs (terminal B) at 3:35 PM Dr. Fenton – Flight AA 1304 departs (no terminal given) at 1:50 PM Dr. Miller – Flight US 724 departs (terminal E) at 1:55 PM			

F. *Materials Reviewed:*

JMSB AACSB 5th year report
JMSB AACSB 5th year report supplemental appendices including annual reports
Dean of Instruction's Department Chair Meeting minutes
JMSB Faculty, Committee and Advisory Board Meeting minutes
SE Preliminary Enrollment reports
JMSB Faculty Vita – Spring 2013 with new faculty hired for Fall 2013
JMSB Curriculum Guides
JMSB Course Syllabi - Fall 2012, Spring 2013 and new Fall 2013 linking the goals with objectives
SE 2+2 Articulation Agreements
SE 2011-2013 Undergraduate/Graduate Catalog
SE Faculty Handbook (Academic Affairs Policy and Procedures Manual)
SE Student Handbook
JMSB Faculty Journal Publications 2008-2013

Appendix C

Fall 2013 AOL Evaluation
Summaries

To: Dean of Instruction

From: Chair, Curriculum Management and Assurance of Learning Committee

Subject: BBA MFT-B Evaluation Results

Date: May 6, 2014

RECEIVED
FALL 2013
Dean of Instruction

Results of the BBA MFT-B exam are provided below along with the CMAoL committee's recommendation.

BBA MFT-B Evaluation Summary

	AY10	AY11	AY12	3yr avg	Norm	Mark if <norm
Accounting	<u>40</u>	<u>42</u>	<u>44</u>	<u>42.0</u>	<u>43.9</u>	<u>X</u>
Economics	<u>45</u>	<u>37</u>	<u>43</u>	<u>41.7</u>	<u>44.3</u>	<u>X</u>
Management	<u>58</u>	<u>56</u>	<u>54</u>	<u>56.0</u>	<u>57.2</u>	<u>X</u>
Quantitative Business Analysis	<u>38</u>	<u>40</u>	<u>37</u>	<u>38.3</u>	<u>40.6</u>	<u>X</u>
Finance	<u>44</u>	<u>39</u>	<u>42</u>	<u>41.7</u>	<u>42.8</u>	<u>X</u>
Marketing	<u>51</u>	<u>49</u>	<u>57</u>	<u>52.3</u>	<u>55.2</u>	<u>X</u>
Legal & Social Environment	<u>55</u>	<u>52</u>	<u>56</u>	<u>54.3</u>	<u>55.6</u>	<u>X</u>
Information Systems	<u>45</u>	<u>40</u>	<u>48</u>	<u>44.3</u>	<u>48.4</u>	<u>X</u>
International Issues	<u>50</u>	<u>48</u>	<u>52</u>	<u>50.0</u>	<u>52.8</u>	<u>X</u>

CMAoL committee comments:

The average of the MFT-B scores of JMSB students during the past three academic years for each of the nine areas tested is below the national mean. Some of the areas have scores that have exceeded the norm in one year, but no area has posted scores that exceed the mean for two or more years. Moreover, some areas have been below the mean for all three years. During this time, we implemented a minimum score required to graduate but it only affected recent graduates.

Being below the norm is a recent issue for finance. Results prior to 2010 showed finance to be well above the norm. However, the drop coincides with the impact of losing Dr. Topuz and Dr.

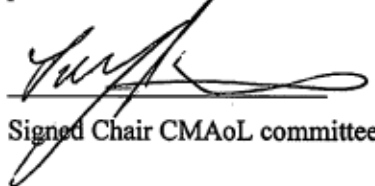
Romer being hospitalized. Due to lack of qualified faculty, two recent graduates of our undergraduate finance program were hired to teach Dr. Romer's Principles of Finance classes. Because this is most students only exposure to finance, that could be at least part of the explanation for finance.

Due to the lack of a formalized curriculum path, some of Dr. Romers's students were graduating seniors and some were first semester juniors. Thus, the impact of the faculty shortage in finance should have worked through the system by the end of AY-2012. Serious and unexpected issues for other disciplines are less obvious.

Because some of our students score exceedingly well on the MFT-B (in all areas), and some do very poorly, it does not seem that it is a serious issue with faculty or curriculum quality. However, this could be indicative of grade standards that permit marginal students to acquire points toward passing a class that are not directly related to acquiring knowledge in the subject

This wide spread deficiency suggests that either the JMSB standards are too high given our admission criteria or each area needs to focus on increasing scores in that area. However, increasing rigor will have a tradeoff of more DFW's impact funding. While I favor increasing rigor, I may be in the minority.

I suggest that we brief the faculty and brainstorm this issue in fall 2014. We also need your input. I see this as a balancing act given our liberal admission standards and relatively high performance standards.


Signed Chair CMAoL committee


Date

I have read the results and concur (do not concur) with the CMAoL committee recommendation.

Dean of Instruction comments:


Signed Dean of Instruction


Date

To: Dean of Instruction

From: Chair, Assurance of Learning Committee

Subject: MBA Written Communication Evaluation Results

Date: May 6, 2014

RECEIVED

MAY 10 2014

Dean of Instruction

Results of the MBA written communication evaluation are provided below along with the CMAoL committee's recommendation.

MBA Written Communication Evaluation Summary
AY 2013

	1-3	4-6	7-9	% \geq 4
Executive Summary	<u>3</u>	—	—	<u>0</u>
Introduction	—	<u>3</u>	—	<u>100</u>
Background	—	<u>3</u>	—	<u>100</u>
Analysis of Issue	—	<u>3</u>	—	<u>100</u>
Recommendations	<u>3</u>	—	—	<u>0</u>
Conclusion	<u>1</u>	<u>2</u>	—	<u>66.7</u>
References	—	<u>2</u>	<u>1</u>	<u>100</u>
Style	—	<u>3</u>	—	<u>100</u>
Overall Average	<u>4.3</u>			

Percent of students meeting or exceeding overall standard 66.7.

Scoring:

1-3 = Unacceptable (Fails to meet expectations)

4-6 = Acceptable (Meets expectations)

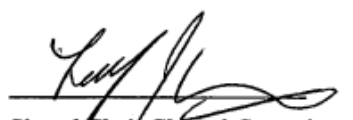
7-9 = Exemplary (Exceeds expectations)

CMAoL committee comments:

Three students were evaluated and 66.7% were found to have met standards. Obvious areas that need improvement are the executive summary and recommendations sections. The conclusion section was also weak.

This data was used to make a curriculum intervention in the MBA program. Dr. Von Bergen made some changes to his course Supervisory Management course (he is providing me with specifics). We re-measured in spring 2014 and will provide the results in fall 2014.

We are changing when we measure as part of the new CMAol Policy to better reflect a true end of program ability.


Signed Chair CMAol Committee


Date

I have read the results and concur (do not concur) with the CMAoL committee recommendation.

Dean of Instruction comments:


Signed Dean of Instruction


Date

RECEIVED

MAY 10 2014

DEAN OF INSTRUCTION

To: Dean of Instruction

From: Chair, Assurance of Learning Committee

Subject: BBA Ethics Evaluation Results

Date: May 6, 2014

Results of the BBA ethics evaluation are provided below along with the CMAoL committee's recommendation.

Ethics Evaluation Summary

Fall 2013

	1	2	3	% ≥ 2
Evaluate a business action or decision for ethical dilemmas	—	<u>4</u>	<u>2</u>	<u>100</u>
Recognize stakeholders affected by the action or situation	—	<u>6</u>	—	<u>100</u>
Consider the impact of various solutions	—	<u>6</u>	—	<u>100</u>
Choose and implement an action or decision	—	<u>6</u>	—	<u>100</u>
Assess results of the business action or decision	<u>3</u>	<u>2</u>	<u>1</u>	<u>50</u>

Overall Average 2.Percent of students meeting or exceeding overall standard 66.7.

Scoring:

1 = Unacceptable (Fails to meet expectations)

2 = Acceptable (Meets expectations)

3 = Exemplary (Exceeds expectations)

CMAoL committee comments:

I was provided six scored ethics rubrics for fall 2013. Discussions with CMAoL committee members and the instructor suggest that there was an issue of alignment between the assignment and the rubric. Moreover, the committee recommends that we adopt a nationally normed ethics measure. However, changing measures does not constitute "closing the loop".

While I fully support the new measurement system, we have an opportunity for a curriculum intervention (CI) and to close the loop if we maintain the current rubric system for two more years. I suggested that the instructor modify lectures to include extra explanation of "Assess results of the business action or decision" and how the students will be scored on that facet of performance.

My suggestion was adopted for the spring 2014 semester, Thus, we have closed the loop! We are re-measuring this semester and I will have the results for the fall 2014 semester. We can run the old rubric system alongside the new measure and then delete it after the loop is closed if that seems prudent at that time.


Signed Chair CMAoL Committee 5/6/14
Date

I have read the results and concur (do not concur) with the CMAoL committee recommendation.

Dean of Instruction comments:


Signed Dean of Instruction 05/06/14
Date

To: Dean of Instruction

From: Chair, Assurance of Learning Committee

Subject: BBA Internship Evaluation Results

Date: May 6, 2014

Results of internship evaluations are provided below along with the CMAoL committee's recommendation.

Internship Evaluation Summary

Fall 2013

Directions: for each of the following areas, please mark the appropriate rating to evaluate the intern. Use the following scale: 1= Unsatisfactory, 2 = Needs Improvement, 3 = Expected Performance, 4 = Exceeds Expectations, 5 = Exceptional

	1	2	3	4	5	% ≥ 3
Problem Solving	—	—	<u>1</u>	<u>5</u>	<u>5</u>	<u>100</u>
Verbal & Written Communications	—	<u>1</u>	<u>1</u>	<u>4</u>	<u>5</u>	<u>91</u>

Scoring:

1 & 2 = Unacceptable (Fails to meet expectations)

3 = Acceptable (Meets expectations)

4 & 5 = Exemplary (Exceeds expectations)

CMAoL committee comments:

Nine students completed internships in spring 2013 and two students completed internships in fall 2013. External internship supervisors indicated that 9 of 11 students exceeded expectations in measured categories. However, one foreign student's communications skills were evaluated as failing to meet expectations. That student completed a second internship (counted here) and met expectations on the second evaluation.

No curriculum interventions are recommended at this time.

The students were evaluated by different editions of the evaluation form. The earlier revision is more specific and better suited to CMAoL purposes. Moreover, oral and written communications are evaluated together on both versions of the form. Splitting them and adding appropriate traits for each would enhance the CMAoL process and provide more specific

information for future curriculum interventions. I have made changes to the Internship program evaluation form.


Signed Chair CMAoL Committee


Date

I have read the results and concur (do not concur) with the CMAoL committee recommendation.

Dean of Instruction comments:


Signed Dean of Instruction


Date

RECEIVED

MAY 06 2014

Dean of Instruction

To: Dean of Instruction

From: Chair, Assurance of Learning Committee

Subject: BBA Senior Exit Survey Results

Date: May 6, 2014

Results of the senior exit survey are provided below along with the CMAoL committee's recommendation.

Senior Exit Survey Evaluation Summary

AY 2010 - 2013

Please rate the performance of the courses and faculty in the JMSB on the following scale:

1= very poor, 2=poor, 3=satisfactory, 4=good, 5= very good

The courses and faculty in the JMSB helped develop:

	1	2	3	4	5	% ≥ 4
My ability to analyze a complex situation	—	—	<u>2</u>	<u>16</u>	<u>17</u>	<u>94.3</u>
My capacity for critical thinking	—	—	<u>2</u>	<u>16</u>	<u>17</u>	<u>94.3</u>
My ethical sensitivity	—	—	<u>5</u>	<u>16</u>	<u>14</u>	<u>85.7</u>
My writing skills	—	—	<u>5</u>	<u>18</u>	<u>12</u>	<u>85.7</u>
My oral presentation skills	—	—	<u>5</u>	<u>18</u>	<u>12</u>	<u>85.7</u>
My ability to work effectively in teams	—	—	<u>3</u>	<u>17</u>	<u>15</u>	<u>91.4</u>
The computer and technological skills needed to be competitive in the job market	—	—	<u>3</u>	<u>17</u>	<u>15</u>	<u>91.4</u>

Scoring:

1 & 2 = Unacceptable (Fails to meet expectations)

3 & 4 = Acceptable (Meets expectations)

5 = Exemplary (Exceeds expectations)

CMAoL committee comments:

I was provided results for two academic years and some forms were not unidentifiable with respect to time period. Therefore, I combined all forms into one evaluation. Simple screening of the data does not suggest that this alters the results in any appreciable manner.

The previous process seems to have been intermittent. Stephanie created an online version of the survey so that administration can be seamless. The recently developed CMAoL process standardizes future data collection to overcome intermittent administration of the survey.

The results above suggest that our students believe that the performance of the courses and faculty in the JMSB helped develop their ability in each measured area. No curriculum interventions are recommended for any of these areas at this time.

I do recommend that you and the faculty review the survey and make any desired changes. This survey has information that goes beyond CMAoL. We should leverage student opinion data for data driven decision making.


Signed Chair CMAoL Committee

5/6/14
Date

I have read the results and concur (do not concur) with the CMAoL committee recommendation.

Dean of Instruction comments:


Signed Dean of Instruction

05/06/14
Date

To: Dean of Instruction
From: Chair, Assurance of Learning Committee
Subject: BBA Capsim XM Evaluation Results
Date: May 6, 2014

RECEIVED
MAY 10 2014
Dean of Instruction


Results of the BBA Capsim XM exam are provided below along with the AoL committee's recommendation.

Capsim XM Evaluation Summary
AY 2013

	SE	Standard	Mark if < Standard
Management Use of Information	<u>71.8</u>	<u>70.0</u>	—
Quantitative Learning Skills	<u>71.5</u>	<u>70.0</u>	—
Critical Thinking Skills	<u>71.8</u>	<u>70.0</u>	—

AoL committee comments:


This is a relatively new measure and this is the first time we have used it as an assessment tool. We set our initial standard at 70 which is AACSB's recommended minimum and we will be making revisions to our standards as we learn more about the quality of data that we can generate with this measure. We do not see a need for a curriculum intervention at this time.


Signed Chair CMAoL Committee

5/6/14
Date

I have read the results and concur (do not concur) with the CMAoL committee recommendation.

Dean of Instruction comments:


Signed Dean of Instruction


Date

Appendix D Spring 2014 AOL Evaluation Summaries

To: Executive Dean of Academic Affairs
From: Chair, Curriculum Management and Assurance of Learning Committee
Subject: CMAol Results for the spring 2014 Semester
Date: September 18, 2014

Below are the completed evaluation forms for the spring 2014 semester. This is the first semester that we attempted to use the recently documented policy and the results are encouraging.

MBA Program Summary

For the MBA program, we successfully measured all seven objectives for our four goals. This includes measuring written communications using both measures in our plan and critical thinking with both measures in our plan. The remaining objectives were measured with one measure (the MBA Exit Survey). The attached summary evaluation forms for each measure suggest that no curriculum interventions are required at this time for the MBA program.

While those results are encouraging, we fell short of my desire to measure all objectives using all measures. I am disappointed that we did not measure oral presentation skills using the video and its associated rubric or analysis with its associated rubric. However, the May 5th approval date for the plan (finals week) apparently precluded accomplishing everything that I had desired.

An additional complication was the MBA peer evaluation system. While an online system was developed to simplify the peer evaluation process, it was not used. Peer evaluations were conducted, but the results do not permit tabulation. Dr. Stevens is working on this issue because he will be administering the survey next spring.

BBA Program Summary

The BBA program has five goals and eight objectives. All eight objectives were measured in spring 2014.

Our communications goal has two objectives, oral and written. The written communications objective was measured with all three measures and no curriculum interventions are required at this time. The oral communications objective was measured with two of three measures and no curriculum interventions are required at this time. As with the MBA program, oral communications was not evaluated with the rubric. This will be accomplished in spring 2015.

Our problem solving goal has three objectives. These objectives were measure using internships, senior exit surveys, rubrics, and MFT-B scores according to our plan. Our students met our standards in each area so no curricular interventions are required at this time.

Teamwork was measured using senior exit surveys and our students met our standards in each area so no curricular interventions are required at this time. As with the MBA program, there were issues with the peer evaluation process that need to be worked out. This is in progress along with the remedy for the MBA program.

Ethics remains a problem for us. Ethics was measured using the rubric and senior exit survey. While the survey results do not reflect a deficiency, results from scored rubrics tell a different story. Thus, further work needs to be completed in this area in the form of curricular interventions until our students meet our standards. While our process calls for “in-house” MFT questions, and I was informed that we have been doing this for a very long time, I have yet to see any results. I requested that Dr. Speers provide that information to the entire committee as soon as possible. While we have a process that we have used, I believe we need to refine measurement in this area as well. We have too many measures and I we are not getting the job completed to my satisfaction. I desire to stay with the rubric until we correct our noted deficiencies. However, once the deficiencies are corrected, I am in favor of measuring ethics with only two measures, the ethics plug in for CompXM and the senior exit survey. This will provide two measures and one is nationally normed. I will recommend this to the committee.

Business knowledge was evaluated using MFT-B scores. While changes in the MFT-B exam preclude comparing scores to last year, we can compare our standing relative to the national norm for this year. We can also compare our historical standing to the national norm. Results suggest that our students are below the norm in the following areas: Economics, Finance, Marketing, and International. The curriculum interventions in finance, since summer 2013, have not yet worked their way through the system. Moreover, with hiring Dr. Chen who has the primary responsibility for this course, numerous additional improvements have been made. While time will tell, I am optimistic that we have addressed the shortcoming in finance. As for International, I recommend that we either drop the measure since it is no longer a part of our mission, or that we add an “Introduction to International Business” course to the business core. My recommendation is based on the fact that students are not currently required to be exposed to an international perspective in all functional areas tested. I would be happy to discuss my thoughts on the matter at your convenience. Curriculum interventions are required in Economics and Marketing. The department chair needs to have faculty members develop a plan and inform the CMAoL committee of the curriculum interventions that they will implement.

To: Executive Dean of Academic Affairs

From: Chair, Curriculum Management and Assurance of Learning Committee

Subject: MBA Written Communication Evaluation Results

Date: September 18, 2014

Results of the MBA written communication evaluation are provided below along with the CMAoL committee's recommendation.

MBA Written Communication Evaluation Summary
Spring 2014

	1-3	4-6	7-9	% ≥ 4
Executive Summary	—	<u>12</u>	<u>27</u>	<u>100%</u>
Introduction	—	<u>8</u>	<u>31</u>	<u>100%</u>
Background	—	<u>10</u>	<u>29</u>	<u>100%</u>
Analysis of Issue	<u>1</u>	<u>9</u>	<u>29</u>	<u>97%</u>
Recommendations	<u>1</u>	<u>8</u>	<u>30</u>	<u>97%</u>
Conclusion	<u>1</u>	<u>6</u>	<u>32</u>	<u>97%</u>
References	—	<u>14</u>	<u>25</u>	<u>100%</u>
Style	—	<u>11</u>	<u>28</u>	<u>100%</u>

Percent of students meeting or exceeding overall standard >97%.

Scoring:

1-3 = Unacceptable (Fails to meet expectations)

4-6 = Acceptable (Meets expectations)

7-9 = Exemplary (Exceeds expectations)

CMAoL committee comments:

Thirteen students were evaluated by a three faculty judging team to provide the 39 observations (which essentially averaged the data to account for inter-rater variability). No curricular interventions are required. The weakness reported last semester was not repeated.

The three member panel is time intensive and triples the work required. This was done previously because of a belief the AACSB required that structure. However, I specifically asked about that requirement while I was at AACSB AoL training and was told that it was not required. I have asked Dr. Stevens (the capstone instructor that measures that objective) to review our process and make a recommendation for potential change. While it is imperative that we maintain the integrity of our measurement, we need to do so in an efficient manner to maintain faculty buy-in so the process is routine and systematic not just some cumbersome time-consuming process. We will provide you with our recommendation once it has been developed and vetted.



Signed Chair CMAoL committee

9/18/2014

Date

I have read the results and concur (do not concur) with the CMAoL committee recommendation.

Executive Dean of Academic Affairs comments:


Signed Executive Dean of Academic Affairs

9/19/2014
Date

To: Executive Dean of Academic Affairs

From: Chair, Curriculum Management and Assurance of Learning Committee

Subject: MBA Exit Survey Results

Date: September 18, 2014

Results of the MBA exit survey are provided below along with the CMAoL committee's recommendation.

MBA Exit Survey Evaluation Summary

Spring 2014

Please rate the performance of the courses and faculty in the JMSB on the following scale:

1= very poor, 2=poor, 3=satisfactory, 4=good, 5= very good

The courses and faculty in the JMSB

helped develop:	1	2	3	4	5	% ≥ 4	Avg.
My ability to analyze a complex situation	—	—	—	2	1	100%	4.3
My capacity for critical thinking	—	—	—	2	1	100%	4.3
My ethical sensitivity	—	—	—	1	2	100%	4.7
My writing skills	—	—	—	1	2	100%	4.7
My oral presentation skills	—	—	1	—	2	100%	4.7
My ability to work effectively in teams	—	—	—	1	2	100%	4.7
My ability use technology	—	—	—	2	1	100%	4.3
The computer and technological skills needed to be competitive in the job market	—	—	—	2	1	100%	4.3

Scoring:

1 & 2 = Unacceptable (Fails to meet expectations)

3 & 4 = Acceptable (Meets expectations)

5 = Exemplary (Exceeds expectations)

CMAoL committee comments:

Based on the data from three MBA exit surveys, JMSB MBA students met our established standards in each measured area. No Curricular interventions are required.


Signed, Chair CMAoL committee

9/18/2014

Date

I have read the results and concur (do not concur) with the CMAoL committee recommendation.

Executive Dean of Academic Affairs comments:


Signed Executive Dean of Academic Affairs

09/19/2014
Date

To: Executive Dean of Academic Affairs
 From: Chair, Curriculum Management and Assurance of Learning Committee
 Subject: MBA Critical Thinking Evaluation Results
 Date: September 18, 2014

Results of the MBA critical thinking evaluation are provided below along with the CMAoL committee's recommendation.

MBA Critical Thinking Evaluation Summary
 Spring 2014

	1-3	4-6	7-9	% ≥ 4
Identifies and Summarizes problem at issue	<u>2</u>	<u>8</u>	<u>29</u>	<u>95%</u>
Personal perspective and position	<u>1</u>	<u>8</u>	<u>30</u>	<u>97%</u>
Other salient perspectives and positions	<u>1</u>	<u>8</u>	<u>30</u>	<u>97%</u>
Key assumptions	<u>1</u>	<u>8</u>	<u>30</u>	<u>97%</u>
Quality of evidence	<u>2</u>	<u>6</u>	<u>31</u>	<u>95%</u>
Conclusions, implications, and consequences	<u>2</u>	<u>5</u>	<u>32</u>	<u>95%</u>

Percent of students meeting or exceeding overall standard >95%.


Scoring:

- 1-3 = Unacceptable (Fails to meet expectations)
- 4-6 = Acceptable (Meets expectations)
- 7-9 = Exemplary (Exceeds expectations)

CMAoL committee comments:

Thirteen students were evaluated by a three faculty judging team to provide the 39 observations (which essentially averaged the data to account for inter-rater variability). No curricular interventions are required.

The three member panel is time intensive and triples the work required. This was done previously because of a belief the AACSB required that structure. However, I specifically asked about that requirement while I was at AACSB AoL training and was told that it was not required. I have asked Dr. Stevens (the capstone instructor that measures that objective) to review our process and make a recommendation for change. While it is imperative that we maintain the integrity of our measurement, we need to do so in an efficient manner to maintain faculty buy-in so the process is routine and systematic not just some mandated time consuming process. We will provide you with our recommendation once it has been developed and vetted.


Signed Chair CMAoL committee

9/18/2014

Date

I have read the results and concur (do not concur) with the CMAoL committee recommendation.

Executive Dean of Academic Affairs comments:


Signed Executive Dean of Academic Affairs
Date

To: Executive Dean of Academic Affairs
 From: Chair, Curriculum Management and Assurance of Learning Committee
 Subject: BBA Senior Exit Survey Results
 Date: September 18, 2014

Results of the BBA senior exit survey are provided below along with the CMAoL committee's recommendation.

BBA Senior Exit Survey Evaluation Summary

Spring 2014

Please rate the performance of the courses and faculty in the JMSB on the following scale:

1= very poor, 2=poor, 3=satisfactory, 4=good, 5= very good

The courses and faculty in the JMSB

helped develop:	1	2	3	4	5	% ≥ 3	Avg.
My ability to analyze a complex situation	—	<u>2</u>	<u>3</u>	<u>16</u>	<u>12</u>	<u>94%</u>	<u>4.2</u>
My capacity for critical thinking	—	<u>1</u>	<u>3</u>	<u>14</u>	<u>15</u>	<u>97%</u>	<u>4.3</u>
My ethical sensitivity	—	<u>1</u>	<u>2</u>	<u>14</u>	<u>16</u>	<u>97%</u>	<u>4.4</u>
My writing skills	—	<u>1</u>	<u>3</u>	<u>15</u>	<u>14</u>	<u>97%</u>	<u>4.3</u>
My oral presentation skills	—	<u>3</u>	<u>5</u>	<u>12</u>	<u>13</u>	<u>91%</u>	<u>4.2</u>
My ability to work effectively in teams	—	<u>2</u>	<u>4</u>	<u>13</u>	<u>14</u>	<u>94%</u>	<u>4.1</u>
The computer and technological skills needed to be competitive in the job market	—	<u>2</u>	<u>4</u>	<u>11</u>	<u>16</u>	<u>94%</u>	<u>4.2</u>

Scoring:

1 & 2 = Unacceptable (Fails to meet expectations)

3 & 4 = Acceptable (Meets expectations)

5 = Exemplary (Exceeds expectations)

CMAoL committee comments:

Based upon the Senior Exit Survey administered to all graduating seniors in the Spring of 2014, the students met the JMSB expectations in every measured category. Therefore, no interventions are required.



Signed Chair CMAoL committee

9/18/2014

Date

I have read the results and concur (do not concur) with the CMAoL committee recommendation.

Executive Dean of Academic Affairs comments:



Signed Executive Dean of Academic Affairs



Date

To: Executive Dean of Academic Affairs
 From: Chair, Curriculum Management and Assurance of Learning Committee
 Subject: BBA Internship Evaluation Results
 Date: September 18, 2014

Results of the BBA internship evaluations are provided below along with the CMAoL committee's recommendation.

BBA Internship Evaluation Summary
 Spring 2014

Directions: for each of the following areas, please mark the appropriate rating to evaluate the intern. Use the following scale: 1= Unsatisfactory, 2 = Needs Improvement, 3 = Expected Performance, 4 = Exceeds Expectations, 5 = Exceptional

	1	2	3	4	5	% ≥ 3
Problem Solving	—	—	<u>2</u>	<u>3</u>	<u>1</u>	<u>100%</u>
Verbal Communications	—	—	<u>2</u>	<u>1</u>	<u>3</u>	<u>100%</u>
Written Communications	—	—	<u>2</u>	<u>1</u>	<u>3</u>	<u>100%</u>

Scoring:

1 & 2 = Unacceptable (Fails to meet expectations)

3 = Acceptable (Meets expectations)

4 & 5 = Exemplary (Exceeds expectations)

CMAoL committee comments:

Six students completed internships during the spring and summer 2014 semesters. The sponsoring firm's evaluations reveal that all six students met the JMSB objectives in the

measured areas of problem solving, written communications and oral communication. No curriculum interventions are required.


Signed Chair CMAoL committee

9/18/2014
Date

I have read the results and concur (do not concur) with the CMAoL committee recommendation.

Executive Dean of Academic Affairs comments:


Signed Executive Dean of Academic Affairs

09/19/2014
Date

To: Executive Dean of Academic Affairs

From: Chair, Curriculum Management and Assurance of Learning Committee

Subject: BBA Ethics Evaluation Results

Date: September 18, 2014

Results of the BBA ethics evaluations are provided below along with the CMAoL committee's recommendation.

BBA Ethics Evaluation Summary
Spring 2014

	1	2	3	% ≥ 2
Evaluate a business action or decision for ethical dilemmas	<u>4</u>	<u>22</u>	<u>6</u>	<u>87.5</u>
Recognize stakeholders affected by the action or situation	<u>11</u>	<u>16</u>	<u>5</u>	<u>65.6</u>
Consider the impact of various solutions	<u>17</u>	<u>15</u>	<u>—</u>	<u>46.9</u>
Choose and implement an action or decision	<u>17</u>	<u>13</u>	<u>2</u>	<u>46.9</u>
Assess results of the business action or decision	<u>22</u>	<u>10</u>	<u>—</u>	<u>46.9</u>
Overall Average	<u>1.6</u>			
Percent of students meeting or exceeding overall standard				<u>46.9</u>

Scoring:

1 = Unacceptable (Fails to meet expectations)

2 = Acceptable (Meets expectations)

3 = Exemplary (Exceeds expectations)

CMAoL committee comments:

The performance of our students in the area of ethics remains problematic despite the curriculum interventions implemented last semester. While the committee would prefer to use the CompXM measure because it uses a national norm, we do not want to do so until we have corrected this issue that has been identified.

I recommend that the Management Department Chair works with the faculty that teaches ethics to determine an appropriate course of action to resolve the deficiency. This needs to results in a curriculum intervention this semester. This course of action needs to be shared with the CMAoL committee.

We will re-measure in the spring to ascertain the effectiveness of the intervention.



Signed Chair CMAoL committee

9/18/2014

Date

I have read the results and concur (do not concur) with the CMAoL committee recommendation.

Executive Dean of Academic Affairs comments:



Signed Executive Dean of Academic Affairs

09/19/2014

Date

To: Executive Dean of Academic Affairs

From: Chair, Curriculum Management and Assurance of Learning Committee

Subject: BBA Written Communication Evaluation Results

Date: September 18, 2014

Results of the BBA written communication evaluation are provided below along with the CMAoL committee's recommendation.

BBA Written Communication Evaluation Summary
Spring 2014

	1	2	2.5	3	% ≥ 2
Logic & Organization	—	<u>2</u>	<u>11</u>	<u>18</u>	<u>100%</u>
Language	—	<u>3</u>	<u>5</u>	<u>23</u>	<u>100%</u>
Spelling and Grammar	—	<u>3</u>	<u>7</u>	<u>21</u>	<u>100%</u>
Purpose	—	<u>2</u>	<u>11</u>	<u>18</u>	<u>100%</u>
Development of Ideas	—	<u>2</u>	<u>19</u>	<u>10</u>	<u>100%</u>
Citation and Documentation	—	<u>24</u>	<u>0</u>	<u>7</u>	<u>100%</u>
Use of Technology	—	<u>3</u>	<u>21</u>	<u>7</u>	<u>100%</u>
Overall Average		<u>2.6</u>			

Percent of students meeting or exceeding overall standard 100%.

Scoring:

1 = Unacceptable (Fails to meet expectations)

2 = Acceptable (Meets expectations)

3 = Exemplary (Exceeds expectations)

CMAoL committee comments:

Based on the graded BBA Written Communication rubrics from the students in the class, all students met the JMSB written communication objective. Therefore, no interventions are required.

Many forms were graded 2.5 even though our form and rubric did not contain a 2.5. I added the column on this form. This is not a vitally important issue but not exactly according to our policy. We will address this in our committee meeting to smooth out some rough edges.



Signed Chair, CMAoL committee

9/18/2014

Date

I have read the results and concur (do not concur) with the CMAoL committee recommendation.

Executive Dean of Academic Affairs comments:



Signed Executive Dean of Academic Affairs

09/19/14

Date

To: Executive Dean of Academic Affairs
 From: Chair, Curriculum Management and Assurance of Learning Committee
 Subject: BBA MFT-B Evaluation Results
 Date: September 18, 2014

Results of the BBA MFT-B exam are provided below along with the CMAoL committee's recommendation.

BBA MFT-B Evaluation Summary
Spring 2014

	SE	Norm	Mark if < norm
Accounting	<u>46.2</u>	<u>41.7</u>	___
Economics	<u>37.6</u>	<u>40.0</u>	X
Management	<u>54.7</u>	<u>54.6</u>	___
Quantitative Business Analysis	<u>38.2</u>	<u>36.5</u>	___
Finance	<u>42.5</u>	<u>42.7</u>	X
Marketing	<u>52.7</u>	<u>55.1</u>	X
Legal & Social Environment	<u>67.8</u>	<u>60.0</u>	___
Information Systems	<u>57.8</u>	<u>50.5</u>	___
International Issues	<u>39.3</u>	<u>40.6</u>	X

Scoring:

- 1 = Unacceptable (Fails to meet expectations)
- 2 = Acceptable (Meets expectations)
- 3 = Exemplary (Exceeds expectations)

CMAoL committee comments:

There was a change in the MFT-B exam during AY2013-2014 which precludes comparing current scores to scores in previous years. However, we can compare this year's results to those of the national norm for this year. The results reveal that JMSB graduating seniors are below that national norm in Economics, Finance, Marketing and International Issues. As mentioned in last semester's report, curriculum interventions have been implemented in finance and will need to work through the system. The CMAoL committee and faculty need to discuss the economics and marketing results. I have a plan of action to address this and the committee will brief the faculty on our suggestions concerning improving MFT-B scores. This topic would make a stimulating faculty meeting topic!

Another important decision that needs to be made is whether we continue to report the international issues measure. Our old mission included a global focus; however, our new mission does not. The JMSB has at least two choices: (1) delete the measure because it is not part of the mission and not supported by a business core "International Business" course or (2) create a business core "International Business" course. The decision of which route to take is not a CMAoL Committee decision, but a leadership decision.

If the decision is made to create the new course, it can be added to the business core and 3 credit hours of elective credit can be deleted. Moreover, JMSB has two faculty members that have a minor from their doctoral program (Prather and Lin). They have also published on various international issues (mainly international corporate finance and international investments). Other faculty may be qualified as well.

Deleting the measure is also an acceptable alternative. I recommend that we engage the faculty to discuss this at a faculty meeting this fall. We should engage the faculty to get buy-in and have the faculty make a recommendation to you for the decision.

The CMAoL committee stands ready to support whatever decision is reached.


Signed Chair CMAoL committee


9/18/2014

Date

I have read the results and concur (do not concur) with the CMAoL committee recommendation.

Executive Dean of Academic Affairs comments:


Signed Executive Dean of Academic Affairs


Date

To: Executive Dean of Academic Affairs
 From: Chair, Curriculum Management and Assurance of Learning Committee
 Subject: BBA Problem Solving Evaluation Results
 Date: September 18, 2014

Results of the BBA problem solving evaluations are provided below along with the CMAoL committee's recommendation.

BBA Problem Solving Evaluation Summary
 Spring 2014

	1	2	2.5	3	% ≥ 2
Define the problem	—	<u>3</u>	<u>15</u>	<u>13</u>	<u>100%</u>
Research and Gather Information	—	<u>4</u>	<u>17</u>	<u>10</u>	<u>100%</u>
Generate plans to solve problem	—	<u>11</u>	<u>11</u>	<u>9</u>	<u>100%</u>
Select and implement best solution	—	<u>8</u>	<u>13</u>	<u>10</u>	<u>100%</u>
Communicate the results	—	<u>8</u>	<u>11</u>	<u>12</u>	<u>100%</u>
Overall Average	<u>2.6</u>				
Percent of students meeting or exceeding overall standard	<u>100%</u>				

Scoring:

- 1 = Unacceptable (Fails to meet expectations)
- 2 = Acceptable (Meets expectations)
- 3 = Exemplary (Exceeds expectations)

CMAoL committee comments:

Based on the graded BBA Problem Solving rubrics from the 31 students in the class, all students met the JMSB problem solving objective. Many forms were graded 2.5 even though our form and rubric did not contain a 2.5. I added the column on this form. This is not a real issue but not exactly according to our policy. We will address this in our committee meeting to smooth out some rough edges.


Signed Chair CMAoL committee

9/18/2014

Date

I have read the results and concur (do not concur) with the CMAoL committee recommendation.

Executive Dean of Academic Affairs comments:


Signed Executive Dean of Academic Affairs

09/19/2014
Date



January 16, 2015

Lucretia Scoufos
Dean, Instruction
Southeastern Oklahoma State University
John Massey School of Business
1405 North 4th Avenue, Box 4107
Durant OK 74701-0609
UNITED STATES

Email: lscoufos@se.edu

Dear Dean Scoufos:

It is my pleasure to inform you that the Continuous Improvement Review 2 team recommendation to extend accreditation for the undergraduate and master's degree programs in business offered by Southeastern Oklahoma State University was concurred with by the Continuous Improvement Review Committee and ratified by the Board of Directors. Congratulations to you, the faculty, the students, the staff, and all supporters of the school.

The following concerns relative to AACSB standards were identified and must be addressed by the next review. Actions taken and progress made by the school should be reported in the continuous improvement review application and at the time of the next review:

1. Ensure that sufficient emphasis is placed on the implementation of the plan developed for the measurement of all MBA learning objectives including examples of curricular changes put into place to remedy deficiencies in measured outcomes. As mentioned above, the school should be prepared to report on progress made in implementing this plan in the mid-cycle Continuous Improvement Review application (2003 Assurance of Learning Standards 15 and 18 and 2013 Standard 8: Curricula Management and Assurance of Learning).
2. The Committee strongly recommends that the BBA and MBA excerpt tables presented in the report be continually updated so it is clear to the School what areas for improvement exist over the long term (2003 Assurance of Learning Standards 15 and 18 and 2013 Standard 8: Curricula Management and Assurance of Learning).
3. In reference to the School's AOL processes, it is important that clear documentation and follow-up measurement of curricular interventions is maintained to ensure that the effects of the above-referenced curricular changes are long-lasting and sustainable. Systems should be put into place to ensure that curricular interventions become an integral part of the coursework from year to year and as faculty members change (2003 Assurance of Learning Standards 15, 16, 18 and 2013 Standard 8: Curricula Management and Assurance of Learning).

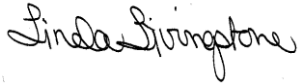
Your School has achieved accreditation for five additional years from the time of the original visit. The next on-site continuous improvement review occurs in the fifth year, 2018-2019. A timeline specific to your visit year is attached.

Please note that your Continuous Improvement Review application will be due on July 1st, two years prior to your review year. This application initiates the continuous improvement review process. In this application you will be expected to provide progress on the strategic management initiatives at your school, with a particular focus on those continuous improvement items identified during your last visit.

Please refer to the [Continuous Improvement Review Handbook](#) for more information regarding the processes for the continuous improvement review. The handbook is evolving and will be updated frequently to provide the most current process improvements. Please monitor the website to make certain that you have the most current version.

Again, congratulations from the Accreditation Council and AACSB International - The Association to Advance Collegiate Schools of Business. Thank you for participating in the continuous improvement review process and for providing valuable feedback to develop a more meaningful and beneficial review.

Sincerely,

A handwritten signature in black ink that reads "Linda Livingstone". The signature is fluid and cursive, with the first name "Linda" and last name "Livingstone" clearly distinguishable.

Linda Livingstone, Chair
Board of Directors

cc: Peer Review Team
Enrique Venta, Continuous Improvement Review 2 Team Chair
Kjell Knudsen, Continuous Improvement Review 2 Member

SCOPE OF ACCREDITATION
Continuous Improvement Review December 2014

Name of Institution: Southeastern Oklahoma State University

Name of Business Academic Unit: John Massey School of Business

List of Degree Programs Reviewed:

Undergraduate

- B.B.A. (Accounting, Finance, Management, Marketing, General Business), Locations - Durant, IETV and Web
- Native American Management Option, Locations - Durant, IETV and WEB

Master's

- MBA, Durant, IETV and WEB

CONTINUOUS IMPROVEMENT REVIEW TIMELINE - Visit 2018-2019

<u>14-15</u> (July 1 – June 30)	<u>15-16</u> (July 1 – June 30)	<u>16-17</u> (July 1 – June 30)	<u>17-18</u> (July 1 – June 30)	<u>18-19</u> (July 1 – June 30)
<ul style="list-style-type: none"> Review and Refine Strategic Management Plan Complete Key Data and Accreditation Data Sections of the <i>Business School Questionnaire</i> for prior academic year 	<ul style="list-style-type: none"> Review and Refine Strategic Management Plan Complete Key Data and Accreditation Data Sections of the <i>Business School Questionnaire</i> for prior academic year 	<ul style="list-style-type: none"> Review and Refine Strategic Management Plan Complete Key Data and Accreditation Data Sections of the <i>Business School Questionnaire</i> for prior academic year 	<ul style="list-style-type: none"> Review and Refine Strategic Management Plan Complete Key Data and Accreditation Data Sections of the <i>Business School Questionnaire</i> for prior academic year 	<ul style="list-style-type: none"> Review and Refine Strategic Management Plan Complete Key Data and Accreditation Data Sections of the <i>Business School Questionnaire</i> for prior academic year
		<ul style="list-style-type: none"> July 1, 2015 - *Submit Review Application with signed cover letter requesting accreditation review and preferred visit dates. 	<ul style="list-style-type: none"> Work with AACSB to select Peer Review Team from nominations, peer and aspirant groups 	<ul style="list-style-type: none"> *Submit Fifth Year Report
		<ul style="list-style-type: none"> *Submit List of Degree Programs including Catalogs (or online link in lieu of Catalogs) 	<ul style="list-style-type: none"> Work with AACSB to set the visit date 	<ul style="list-style-type: none"> *Submit Executive Summary
		<ul style="list-style-type: none"> *Submit request for exclusion of degree programs including justification for the request 		<ul style="list-style-type: none"> * Submit Situational Analysis <p><i>*Submitted together</i></p>
		<ul style="list-style-type: none"> *Submit List of Comparison Groups (Peer, Competitive, and Aspirant) <p><i>*Submitted together</i></p>		<ul style="list-style-type: none"> Accreditation Statistical Reports will be distributed to applicant and team members by AACSB upon request only
		<ul style="list-style-type: none"> Committee on Accreditation Policy (CAP) rules on exclusions and the scope of the accreditation visit 		<ul style="list-style-type: none"> Work with Peer Review Team to prepare the Visit Schedule
		<ul style="list-style-type: none"> Return Date and Team Suggestions as Requested (March 2016) 		<ul style="list-style-type: none"> Peer Review Team Visit