



March 2, 2020

Bryon Clark
Vice President, Academic Affairs
Southeastern Oklahoma State University
John Massey School of Business
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Dear Vice President Clark:

It is my pleasure to inform you that the CIR2 peer review team recommendation to extend accreditation for the degree programs in business offered by Southeastern Oklahoma State University is concurred with by the Continuous Improvement Review Committee (CIRC) and ratified by the Board of Directors. Congratulations to you, the faculty, the students, the staff, and all supporters of Southeastern Oklahoma State University.

Southeastern Oklahoma State University has achieved accreditation for five additional years. Based on the original review year of 2018-2019, the next on-site continuous improvement review occurs in the fifth year, 2023-2024. A timeline specific to the school's visit year is available online: <https://www.aacsb.edu/accreditation/journey/business/continuous-review>

One purpose of peer review is to recognize initiatives that support an environment of continuous improvement of quality programs. As noted in the team report Southeastern Oklahoma State University is to be commended on the best practices found on **Attachment A**

The school should begin to address the concerns identified by the peer review team and CIRC. As part of the next Continuous Improvement Review Application, due July 1, 2021, the school is asked to update the CIRC on the progress made in addressing the concerns listed on **Attachment B**.

Please refer to the [Continuous Improvement Review Handbook](#) for more information regarding the processes for continuous improvement reviews. The handbook is evolving and will be updated frequently to provide the latest revisions to the CIR process. Continue to monitor the website for the most current version of the handbook.

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 that is essential to a meaningful and beneficial review.

Sincerely,

A handwritten signature in blue ink that reads "John A. Elliott".

John Elliott, Chair
Board of Directors

cc: Peer Review Team

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Attachment A

This section provides a brief description of commendations and best practices of the school that demonstrate leadership and high-quality continuous improvement in management education.

1. In 2015, John Massey School of Business (JMSB) instituted and required all senior students to complete a one credit hour Career Development Seminar. The soft skills, resume writing, interview preparation, and other activities enhances the job search skills of their graduates.
2. The faculty are all certified at least to Level 1 in Quality Matters Online Instruction and many are certified at Level 2.
3. The faculty of JMSB are to be congratulated for meeting the many challenges that recent budget difficulties have created. While smaller in number, as a result of attrition and early retirements, the group has emerged as a strong, collegial, focused and committed group determined to deliver an excellent educational experience to both undergraduate and graduate students. Together, they appear ready to meet the many new and different requirements, challenges, and opportunities presented by SOSU's move to online education.
4. In Dr. Han-Sheng Chen's finance class, students must achieve scores of 70% or more on each of several "intermediate" tests (tests designed to self-assess their knowledge and skills) in order to sit for the final exam. Students are encouraged to re-take the "intermediate" test as many times as necessary in order to finally achieve 70% or more on each.

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Attachment B

This section identifies an area that the school should address during the coming review cycle. Please be prepared to discuss progress made in addressing this concern in the continuous improvement review application.

- It is imperative that the JMSB meet all faculty sufficiency and faculty qualification thresholds prior to the next review. (Standard 5: Faculty Sufficiency and Deployment; Standard 15: Faculty Qualifications and Engagement)

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