

OKLAHOMA STATE UNIVERSITY
ACADEMIC PROGRAM REVIEW
EXECUTIVE SUMMARY

DEPARTMENT OR DEGREE PROGRAM: Spears School of Business Ph.D. in Business Administration

Introduction: The Ph.D. Program in Business Administration offers advanced graduate education for students contemplating careers in university research and teaching and professional positions in business, government, and other organizations. This degree reflects scholarship at the highest level. The scope of business administration is of such breadth that most individuals specialize within a limited area of business knowledge to assure in-depth understanding and advancement of the state of knowledge in that area. Areas of emphasis offered by the William S. Spears School of Business include Accounting, Finance, Management, Management Science, Information Systems, Operations Management, Telecommunications Management, and Marketing.

Review Process: Five faculty members from the five participating schools and departments of the Spears School of Business are delegated responsibility for the administrative oversight of the doctoral program. The group is one of the standing committees of the school and a major contributor to shared governance for business education at our highest level. Working with oversight from the dean and an associate dean and advice and counsel from their faculty colleagues, the committee has provided significant reviews of issues for at least three major reports during the period between program reports. Department heads also provide important inputs to the continuous review and improvement process with information from their professional association meetings typically constituting the core of the placement markets.

Program Objectives: Accredited members of the AACSB-International, The Association to Advance Collegiate Schools of Business, generally embrace a common set of objectives for their doctoral programs. These objectives include: (a) The acquisition of advanced knowledge in areas of specialization. (b) The development of advanced theoretical or practical research skills for the areas of specialization. (c) Explicit attention to the role of the specialization areas in managerial and organizational contexts. (d) Preparation for teaching responsibilities in higher education (for those students who expect to enter teaching careers). (e) Dissertation, or equivalent, demonstrating personal integration of, and original intellectual contribution to, a field of knowledge.

Student Outcomes Assessment: Given the unique mentoring relationship of students and major professors in doctoral education, student outcomes are assessed frequently and critically during the program of study. Students in this program take required classes and seminars in preparation for written comprehensive examinations, and in some cases extra oral questions. Research skills and knowledge of the literature are assessed when a dissertation topic is proposed and again at the final defense of the dissertation. Other aspects of their program are assessed with surveys and meetings with the dean and program directors during the year. The final assessment is considered to be the academic reputation of the institution hiring the graduate for those who choose the highly competitive route of a professorship at a major research institution.

Based on recent assessments, students indicate general satisfaction with faculty knowledge in their fields and accessibility outside of classes. They are pleased with their access to technology

in their offices, labs and classrooms for those who teach. Funding for their research is not currently perceived to be as much of a problem as at various times in the past.

The greatest source of dissatisfaction, and failure to meet their expectations, is in the time available for their research as part of their assistantship assignments and the type and amount of personal attention devoted to this personal research activity by the faculty—apparently in terms of both close mentoring and collaboration on faculty projects.

Responses to another set of questions indicate students are concerned with the issue of their time management and assistance available to them to help improve their teaching skills while maintaining a balance of commitments to study, teaching and personal matters. Responses indicate that additional help from faculty mentors interested in teaching pedagogy and active student learning would be appreciated, especially if it helped them improve in the classroom while moderating the time necessary for class preparation, construction of exercises and assignments, development of tests, grading and so forth. Closer collaborations with faculty on mentored teaching experiences as well as assistance in developing a research agenda for the future is often expressed in the annual assessment forums.

Program Recommendations: The single most important recommendation is to engage in a substantial implementation of the assessment recommendations of the OSU Assessment Council and the strategic management objectives of AACSB—International Standards of Accreditation. The coordinators of the discipline majors of the Ph. D. in Business Administration will implement the annual review and reporting of strategic actions and budget allocations along with an active program of assessing explicit learning objectives leading to the attainment of these goals.

The strategies chosen to attain these objectives were developed for the latest Strategic Plan:

They include actions to:

- Increase Graduate Management Admissions Test/Graduate Record Examination scores of entering class to 650/1250.
- Increase fellowship funding.
- Maintain appropriate balance between active research faculty and the number of doctoral students.
- Place at least 50% of each graduating class at peer institutions.
- Request that the university provide selective full tuition waivers.
- Increase proportion of research assignments relative to teaching assignments.
- Provide research funds for data collection and travel to at least one conference to make presentations for 75% of the Ph.D. students.
- Ensure that graduate teaching associates making satisfactory proposals are provided one full year of release time for research over a four-year appointment period.
- Work to achieve a progress rate where at least half of the students complete the Ph.D. program in five years.
- Recruit and maintain program size that is commensurate with the research-active faculty in the department.

Dean


(Signature)

Date



OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

2004 - 2005
ACADEMIC PROGRAM REVIEW

BACCALAUREATE, MASTERS & DOCTORAL DEGREES

OKLAHOMA STATE UNIVERSITY

Ph.D.

Title of unit or degree program reviewed (Level III)

With options (Level IV) in: _____

Doctor of Philosophy—Major in Accounting, Finance,
Management, Management Science and Information
Systems, Marketing

Degree designation as on diploma (Level II)

Ph.D.

Formal degree abbreviation (Level I)

Degree-granting academic unit	Spears School of Business	301
	(Name)	(Cost Center)

CIP code 520201

HEGIS code 0506

Instructional Program code 036

Name of department head Greg Mosier, Interim Dean, SSB
(person who oversees degree program listed above)

Program holds specialized accreditation from AACSB--International

Name and title of contact person Gerald M. Lage
(Name)
Director of Accreditation and Assessment
(Title)

Date of Institutional Governing Board Review: _____

President _____ Date: _____
(Signature)

OVERVIEW

A. Description of the Departmental/Program Review

The Ph.D. in Business Administration program is a joint effort of five schools and departments within the Spears School of Business. General program requirements are established by coordinators from each of the departments with the advice and counsel of their departmental faculties. Each school or department acts independently in determining the entrance requirements for students specializing in a major offered within the boundaries of their disciplines, and each determines its specific requirements of the plans of study. The group of departmental coordinators comprises a standing committee of the Spears School of Business (SSB) and meets with the Associate Dean for Graduate Programs and Research as a designee of the Dean to make recommendations and oversee the operational procedures of the degree. This standing committee provided the primary faculty input to collect assessment information from their faculties and conducted processes of annual review and improvement in the doctoral program. Each coordinator serves as liaison of the standing committee to the faculty of their representative school or department. This report and at least three substantial reviews between self-study years were conducted in this way.

B. Recommendations from Previous Program Reviews.

The recommendations for Action from the 1995 Program Review follow:

Increase the annual stipend offered doctoral candidates to a level competitive with the stipends offered by our peer institutions. A competitive stipend for a period of four years will make Oklahoma State University much more attractive to potential doctoral candidates, and allow sufficient time for doctoral students to complete course work, gain experience in the classroom, and conduct research in order to be competitive with doctoral candidates from other universities.

Commit to funding doctoral assistantships at the start of the new calendar year. Armed with these funds doctoral coordinators in each of the disciplines can actively recruit qualified doctoral candidates.

The College of Business Administration must seek to obtain and maintain the latest in information technology for its faculty and students.

The College of Business Administration must continue to attract the best students on campus and in the state. We must continue and expand our successful recruitment and education of minority doctoral candidates.

Develop new sources of funding for doctoral research assistantships. With these assistantships doctoral candidates can be freed from the demands of preparing courses and can develop research skills working with faculty mentors. Doctoral candidates are currently involved in research, but must also devote time to prepare lectures and attend classes.

The College of Business Administration must attract and retain qualified faculty. Continued funding problems are likely to induce faculty to leave Oklahoma State University. The faculty who are in the highest demand in the marketplace are the faculty who make the most significant contributions to the doctoral program in the college.

The recommendations contained in the latest AACS-International accreditation report of the Peer Review Committee follow:

The college received its latest accreditation of programs from AACSB—International during the Spring semester of 1999. The college received several commendations for its relationship with the community and university administration, for innovation in the use of technology and

programming, for faculty attention to curriculum updates and student advising, and general support for teaching and research efforts.

Concerns were expressed for the size of the doctoral program relative to the size of the faculty, especially those most engaged in research and publication, and the broad range of duties expected of a land grant university. Peer reviewers encouraged adding doctoral student support for additional time and resources for research with the faculty and a reduction in the time spent on campus teaching. The college was encouraged to clarify its goals between the objectives of graduating scholars primarily for teaching-oriented colleges or for research-oriented institutions.

Some of the changes made in the doctoral program to maintain continuous improvement in the student learning and program outcome objectives include the following:

Some increase in stipends which include the direct payment of the teaching assistantships most frequently awarded to the doctoral students, plus a relocation bonus paid to assist students during their first year of study and increased opportunities for summer teaching for the more advanced students.

Department Heads were authorized to provide one year of research opportunity in the typical four-year doctoral experience to enhance interaction with research-active faculty and provide a basis for referred journal publication prior to graduation.

Substantial improvements were made in computer-technology for classroom use and office personal computers are handed-down directly from faculty offices in a three-year replacement cycle.

Additional funds were made available from private sources to assist with expenses associated with the purchase of data and specialized software needed for their research.

Office areas assigned to doctoral students were renovated and additional shared computers identical to faculty office computers were made available for teaching, learning and research purposes.

Student learning opportunities in small doctoral seminars became feasible for more of the doctoral students with additional offerings on campus and in classes offered at the University of Oklahoma.

SSB faculty recommended that each program major target a minimum size of approximately 10 students in the program and seek financial assistance for approximately 8. Current budgets allow for an average of 7 per department.

CRITERION I

Program Centrality

A: Goals & Objectives of Degree Programs

Degree Program: This review applies to the Ph.D. in Business Administration program with majors in five core disciplines.

Program Clientele: Business school doctoral students come from business programs as well as seemingly unrelated academic fields such as economics, psychology, sociology, mathematics, statistics, computer science, physics, geography, or political science. This diversity is also evident in the backgrounds of OSU's graduate faculty, with more than 70 percent of the faculty having non-business undergraduate degrees and a significant number having non-business graduate degrees. Individuals with either a baccalaureate or master's degree may apply. The applicant does not need to have a degree in business in order to apply. Acceptance into the program will be based on evidence of high scholarly potential in teaching and research and a strong personal goal of intellectual development. Given the nature of doctoral education and the close mentoring required, all students are full-time students in residence on campus.

Program Objectives: The primary purpose of the OSU doctoral program is to prepare the candidate to conduct research in business and to teach. There are three dimensions of this preparation. First, the candidate is provided the opportunity to develop knowledge in the following areas: (a) a broad understanding of the theory, nature, and activities of business firms; (b) an awareness of the impact of environmental forces — social, political, legal, governmental, and economic — on the firm’s operations; and, (c) a comprehensive knowledge of a selected area of professional concentration within business administration. Second, the candidate is provided the opportunity to develop research competency in an orientation toward the development and usage of theory in business decision making, and a scholarly competency in conducting both basic and applied research. Third, the candidate is provided the opportunity to develop teaching skills in his or her area of specialization.

Expected Student Outcomes: As an accredited member of AACSB—International, the SSB Ph.D. in Business Administration shares the goals and objectives of all accredited members of the association with regard to the following knowledge and skills:

Doctoral programs educate students for highly specialized careers in academe or practice. Students of doctoral level programs demonstrate the ability to create knowledge through original research in their areas of specialization. Normally, doctoral programs will include:

- The acquisition of advanced knowledge in areas of specialization.
- The development of advanced theoretical or practical research skills for the areas of specialization.
- Explicit attention to the role of the specialization areas in managerial and organizational contexts.
- Preparation for teaching responsibilities in higher education (for those students who expect to enter teaching careers).
- Dissertation, or equivalent, demonstrating personal integration of, and original intellectual contribution to, a field of knowledge.

B. Linkage of the Program to Institution's Mission

OSU’s mission states: “Proud of its land grant heritage, Oklahoma State University advances knowledge, enriches lives, and stimulates/enhances economic development through instruction, research, outreach, and creative activities.” The mission of the Spears School of Business is contained in the statement: “The mission of the College of Business Administration, with internationally recognized areas of excellence and innovation, is to serve its stakeholders through its role as a professional college in Oklahoma’s comprehensive land-grant university.”

The Ph.D. in Business Administration program directly impacts these missions by closely mentoring a small group of highly educated and motivated regional candidates, augmented with a diverse group of out-of-state and international students, to attain the highest levels of knowledge creation in the disciplines impacting the management of organizations and people. Graduates are placed in regional, and frequently national, markets for highly trained manpower and help alleviate shortages of faculty related to rapid growth in the demand for higher education. In turn, the ability to attract the best faculty candidates available for positions at OSU is greatly enhanced by the ability to offer educational opportunities in doctoral level research and coursework.

CRITERION II

Program Curriculum and Structure

A. Program Structure

Common Requirements: A breadth of understanding of business theory and practice is generally expected from all Ph.D. students. The breadth is typically provided by an MBA degree or business-related coursework in specialized masters programs. However, the breadth requirement is individually tailored to meet each student's specific needs, and selected courses can be incorporated into one's Ph.D. program rather than requiring an MBA. To achieve breadth, Ph.D. candidates exhibit competency in the following areas as ordinarily attained by completion of courses carrying graduate credit: accounting, finance, quantitative methods, marketing, management, and economic theory. Additionally, each candidate is required to achieve a level of competency in the application of quantitative analysis and behavioral science appropriate to doctoral work in his or her primary field in business administration.

Primary Field Requirements: Each candidate is required to advance beyond the common requirements in a specialized field of business administration. The primary field is that sphere of scholarship that commands the greatest portion of a program of study, and dissertation research and major professors are selected in that particular area. Primary fields can be selected from the following: Accounting, Finance, Marketing, Management, Management Science, Information Systems, Operations Management, and Telecommunications Management.

Supporting Field Requirements: Supporting field requirements will be determined by and tailored to the requirements of the primary field department. Supporting fields of study are selected from business administration and/or from related areas. These spheres of scholarship complement the candidate's primary field and provide theory and research skills to enhance academic excellence in the primary field.

Dissertation: A major requirement of the Ph.D. program in Business Administration is the doctoral dissertation. Each candidate conceptualizes, designs, and executes a significant research project as his or her dissertation and presents the findings in an acceptable written form.

Written preliminary examinations, the written dissertation, and a final oral presentation and defense each provide evidence that demonstrates that the candidate has developed a high level of research competency, an understanding of his or her field of study, and advanced knowledge within the field.

B. Distance Education No courses are offered in this manner.

C. Articulation Agreement There are no articulation agreements. There is, however, an arrangement with the Ph.D. in Business Administration Program, University of Oklahoma, to encourage students to consider doctoral seminars in specialized topics at both institutions.

D. Multidisciplinary programs Programs of study for majors in business disciplines generally rely to a significant degree on certain foundational disciplines outside of business, especially for research tools taught by faculty in the fields of mathematics, statistics, computer science, and selected social sciences. The exchange flow is more two-way with applied areas such as industrial engineering, hotel and restaurant management, and agricultural business where SSB students may select some alternatives and students from the other disciplines may seek basic business functional knowledge. Nevertheless, the specific major programs in the SSB generally include certain disciplines as supporting fields, minors or as individual courses—not as formal interdisciplinary programs with shared governance.

CRITERION III

Program Resources

A. New facilities and major equipment

The SSB has provided shared office space and in-office computers in a three-year cycle for doctoral students working as graduate teaching associates. Computers identical to faculty desktop pcs have been placed in small, specialized laboratory areas available to all doctoral students, specialized software is purchased on demand and demonstration of use and need, and the program has been provided a dedicated seminar style classroom with first priority to their seminars and presentations.

Doctoral students learn the latest in technology-assisted learning with classroom computers and presentation equipment, either permanently affixed in SSB-controlled classrooms and some university facilities or with portable units of laptop computers and projectors that can be utilized in classrooms lacking the more complete equipment sets. Computer support services are available on the same walk-in basis for faculty and doctoral student instructors.

B. Academic and administrative efficiencies

Three primary strategies have been employed to obtain efficiencies in the delivery of instruction in the doctoral program. First, the cycle of offerings of selected seminars has been extended beyond a typical once-per-year cycle to offerings in 3- or 4-semester cycles or by demand based on interest surveys. Second, majors in the doctoral program have tended to share seminars in closely aligned topical areas; for example, accounting and finance seminars, management and marketing seminars, and economics and finance. Third, as mentioned previously, there is some history of sharing doctoral seminars with students in the program at the University of Oklahoma to add breath to offerings in the more specialized topical areas.

C. External funding. External grants for which SSB faculty are Principle Investigators are tabulated in the Appendix. Funds provided through the chairs and professorship endowments; research grants in marketing research, economic forecasting and various areas of information technology; and, private giving through the OSU Foundation have each provided appreciated, but quite limited, program support beyond state funding.

CRITERION IV

Productivity

A. Number of majors (headcount), student credit hours, and average time to graduation. See the attached 5-Year Academic Ledger for SSB as a single unit and the SSB—"Other" Ledger. The graduate program information in the latter ledger consists of combined information for the large MBA program and the approximately 80 doctoral students.

The Ph. D. program is offered by faculty from all departments of the college and frequently in classes taken by advanced masters students with substantial discipline prerequisites as well. Thus, the academic ledger for the entire SSB is attached but may be difficult to interpret relative to a small program in a large service-oriented school of business.

In approximate and average terms, each of the five majors in this program will typically have 6-12 students in the program at any point in time with 6-8 supported with graduate teaching associate appointments requiring 6 credit hours of teaching per term, an occasional research grant and, for international students, home-country funding. Anywhere from 10-35 applicants may initiate the

process and perhaps 4-8 will continue to work with the program coordinators to the point of being offered admission. Finally, in each of the five majors, each year 2-3 new students will typically be offered financial aid in exchange for expected classroom teaching. Average GMAT scores for these students would range from 630-650.

B. Faculty ratio and class size. Courses offered only to doctoral students are, of course, small relative to all other programs—often in the range of 6-12 students covering most cases. The benefit comes in the quality of highly selective candidates and the close mentoring relationships of students and faculty.

C: 5 year average number of degrees conferred and majors. Over the past five years, 35 candidates have graduated with doctoral degrees, an average of 7.0 per year. The number of majors has grown from 42 five years ago to the upper 50's in recent years, an average of 51.4 students per year in this program. (Spreadsheet provided by Dr. Gail Gates, Office of the OSU Provost) Both productivity measures are substantially above OSRHE minimum productivity standards of 2 graduates per year in a doctoral program and a minimum average of 4.5 enrolled students.

CRITERION V

Quality

A. Program faculty qualifications: Faculty teaching doctoral students and mentoring their research come from permanent faculty meeting criteria for full or associate membership of the graduate faculty from all six departments of the SSB. Their information is provided in the department program reports being submitted with the departmental undergraduate program reviews.

B. Evidence of regional / national reputation and ranking. We are aware of no comprehensive rankings of doctoral programs in schools of business that are widely accepted and distributed as exist for MBA and undergraduate programs.

C. Scholarly activity. See explanation in “A” above.

D: Assessment of student achievement of expected learning outcomes for each degree program.

Based on a September 2003, recommendation to the dean, the Ph. D. Coordinators Committee summarized the three primary outcome success measures for our strategic plan as:

- Placement of half of the academic doctoral graduates at AACSB-accredited comprehensive institutions.
- At least one presentation made by three-fourths of the graduates from the doctoral programs.
- At least one publication by one-quarter of the graduates of the doctoral programs.
- Historical time series data are not available for the program but a review of academic information available for the current year of the study indicated that these targets were beyond current success ratios but reasonably attainable.

In the current assessment plan, the doctoral program uses three formal methodologies:
The OSU Survey of Alumni of Graduate Programs

Annual satisfaction survey of the SSB

Focus group meetings of all doctoral students with the deans and director of assessment

During 2003-2004, for example, 52 students were surveyed by SSB and 42 attended the focus group.

This is similar to numbers involved in prior years. The results are summarized in the following section.

E. Overview of results from program outcomes assessment.

Summary data and analysis from doctoral programs assessments:

Positives: Students indicate general satisfaction with faculty knowledge in their fields and accessibility outside of classes. At least relative to past years, the doctoral students are more pleased with technology—in the classrooms they use, computers in their offices and additional computers of a new vintage available in labs designed for them near their office locations. Since GTAs are provided offices and they obtain faculty machines after three years of use, the stage of the rotation cycle has an impact on their satisfaction level. Computer technology and software does not seem to be a major limitation on their research. Past problems with funding for research is not currently discussed as a significant problem and available resources in a three year experiment with the Phillips doctoral dissertation endowment have not been substantially utilized.

Negatives: The greatest source of dissatisfaction, and failure to meet their expectations, is in the perceived support of time available for their research and the type and amount of personal attention to this activity by the faculty—apparently in terms of both close mentoring in proposal creation and collaboration on faculty projects.

Concerns: Responses to another set of questions indicate students are concerned with the issue of their time management and assistance available to them to help improve their teaching skills while maintaining a balance of commitments to study, teaching and personal matters. Responses indicate that additional help from faculty mentors interested in teaching/ learning pedagogy and active student learning would be appreciated, especially if it helped them improve in the classroom while moderating the time necessary for class preparation, construction of exercises and assignments, development of tests, grading and so forth. Closer collaborations with faculty on mentored teaching experiences as well as assistance in developing a research agenda for the future is often expressed in the evening assessment forums.

While variable by department, some students express the desire for more empathy from faculty, understanding of their stresses and time pressures, and respect for their contributions both to the college teaching mission and what they can contribute in joint research. Better processes for advanced and firm scheduling of courses and seminars and additional seminar presentations would also be appreciated.

It is clear from comments in the forums, that many aspects of the doctoral experience at OSU are compared with similar aspects in competing programs. Relatively low stipends and relatively lower commitments of paid time for research over the typical four-year residency remain elements of dissatisfaction.

F. Feedback from program alumni / documented achievements of program graduates

Given the very small numbers involved with Ph.D. education, the OSU biannual survey of alumni of graduates of the doctoral programs is very small. Results, however, tend to be positive. The

2003 assessment report for the Ph.D. in Accounting major states: “Most of the Ph.D. Alumni tend to work at the educational institution (100%), feel that their current work is highly related to their OSU major (100%), feel that their graduate studies prepare them very well for their current position (50%), and receive the approximate total annual salary between \$76,000 and \$100,000.” Ph. D. Alumni from Marketing report “. . .they seem to be satisfied with the reputation of the CBA as seen by others (67%) and the preparation for working in a team environment (67%).” Continuing contact with our graduates at regional and national professional meetings provide much more relevant information for the program coordinators to use to improve their departmental majors within the program.

- G. Other Program Evaluations** As mentioned earlier, the continuing accreditation from AACSB-International in 1990 pertained to all degree programs of the Spears School of Business, including the Ph. D. in Business Administration. Their comments were included in part A.

CRITERION VI

Program Demand/Need

- A. Occupation Manpower Demand** Current information on the job market for graduates of doctoral programs is provided at the discipline-specific annual conventions where job interviews take place. Department heads continue to report several jobs available for each applicant in most fields of business and annual salary increases well above the rate of inflation. More formally, the 2004-05 edition of the U.S. Department of Labor’s *Occupational Outlook Handbook* states that the employment growth for postsecondary teachers will be much greater than the average for all occupations from 2002 through 2012 for both replacement of professors hired in the late 1960s and 1970s and to teach the growing number of students seeking higher education today. The ratio of part-time and renewable positions, however, is expected to increase. We know of no particular reasons why graduates of doctoral programs in management should face different trends
- B. Societal Needs for the Program** See statement above since postsecondary education is the major employer of graduates of this program. And, graduates of business programs comprise a significant share of all college graduates.
- C. Graduate student applications and enrollment changes** Applications reported for the doctoral program range from 100 to 140 with acceptances ranging from 10 to 30. The meaning of such numbers may be questioned because of the close personal contact with individuals following an initial letter, e-mail or phone call of inquiry. Students are encouraged to pursue the match of their interests and abilities with the expertise of the faculty and only those with close correspondence will incur the time and expense of the application process.

CRITERION VII

Program Duplication

- A. Identify other degree programs at OSU with similar titles or functions** Doctoral Programs including the name of “Management” or a close substitute in their majors would include: Industrial Engineering and Management.
- B. For similar programs, describe how each degree program fulfills unique student needs** The engineering program is a technical-based program dealing with management of physical production processes.

Summary and Recommendations

A. Strengths

Discussions for a S.W.O.T. analysis for the SSB in January 2003, pointed out the significant strength of our doctoral program in supporting active collaboration of students and faculty mentors in discipline-based research and in the substantial support of professor shortages in regional academic markets. The program is a major factor in making Oklahoma State University as competitive as it is in national markets for faculty because of the opportunities to work closely with advanced graduate students and the synergies that are created to enhance faculty productivity in intellectual contributions.

B. Areas for Improvement

Many of the same factors that are strengths are also areas for continuous improvement. Students want more one-on-one mentoring to prepare their research programs for the future as well as obtain advice and encouragement in developing their skills for a successful career in both teaching and research. Developing those relationships, along with increased efforts to enhance the skills that peer institutions value as they fill the increasing number of faculty openings, will help attain the critical success factors identified below as future goals for the doctoral program.

C. Recommendations for Action

The single most important action is a substantial implementation of the assessment recommendations of the OSU Assessment Council and the strategic management objectives of AACSB—International Standards of Accreditation. The coordinators of the discipline majors of the Ph. D. in Business Administration will implement the annual review and reporting of strategic actions and budget allocations along with an active program of assessing explicit learning objectives leading to the attainment of these goals.

The strategies chosen to attain these objectives were developed for the latest Strategic Plan:

Strategies to improve the quality of the Ph.D. programs.

- Increase Graduate Management Admissions Test/Graduate Record Examination scores of entering class to 650/1250.
- Increase fellowship funding.
- Maintain appropriate balance between active research faculty and the number of doctoral students.
- Encourage completion of dissertation within five years of entering program.
- Place at least 50% of each graduating class at peer institutions.
- Request that the university provide selective full tuition waivers.
- Increase proportion of research assignments relative to teaching assignments.
- Provide research funds for data collection and travel to at least one conference to make presentations for 75% Ph.D. students.
- Ensure that graduate teaching associates making satisfactory proposals are provided one full year of release time for research over a four-year appointment period.

- Work to achieve a progress rate where at least half of the students complete the Ph.D. program in five years.
- Recruit and maintain program size that is commensurate with the research-active faculty in the department.

D. Five-Year Goals for the Program

The general goals of the program are those common learning objectives of the accreditation standards of AACSB-International and the more specific critical success factors identified as important for future success in the SSB Strategic Plan:

- Ph.D. applicant pool of five qualified candidates for every open position
- Ph.D. stipend equal to average in peer schools per year and the university providing additional full tuition waivers
- Placement of half of academic Ph.D. graduates at peer universities
- Research presentations at professional conferences: At least one presentation made by three-fourths of the graduates from the doctoral programs
- Research publications in refereed journals: At least one publication by one quarter of the graduates of the doctoral programs

Appendix A External Grants, Contracts, and Gifts Awarded to Program Faculty

See the attached summary of all grant and contract activity of all faculty of the Spear School of Business.

Appendix B Record of Significant Scholarly, Artistic and/or Creative Work

Scholarly activity of the members of the graduate faculty of the Spears School of Business is provided with the program reviews of each of the six departments of the school

Other attachments

Five-year academic report card, College of Business Administration total and “other” categories.

Routing Number	Project Title	Lead PI	Sponsoring Agency	2001-2002*	2002-2003*	2003-2004*
FY02						
BU-01-RS-007	Youth Tobacco Study	Josh Wiener		25,000		
BU-01-RS-011	OG&E Project	Rickman	OG&E	5,000		
BU-01-RS-012	Economic Forecasting, Private Support	Dan Rickman	Various Private Intities	700		
BU-02-RI-003	MSTM Lab Implementation	Mark Weiser	Regents	750,000		
BU-02-RS-015	Assistance in Developing and Maintenance of Selected Websites		HyperNet Solutions Inc.	2,800		
BU-02-RS-016	Econometric Model FY02	Dan Rickman	Oklahoma Tax Commission	70,000		
BU-02-RS-027	Snead, Rickman, Willett		State of Okla - DHS	33,298		
BU-02-RS-028	Workplace Isolation of Sales Employees	Greg Marshal		5,000		
BU-02-RS-033	Economic Forecasting, State Support	Dan Rickman		4,500		
BU-02-RS-035	Department of Health	Josh Wiener	State of Oklahoma	4,000		
BU-02-RS-036	Office of State Treasurer	Krehbiel		9,750		
BU-02-RS-037	Tulsa Health Department	Josh Wiener		17,037		
BU-02-RS-706	CATT 8.0 Management & Assessment	Ramesh Sharda		23,983		
BU-96-RS-012	Tulsa Forecast	Mark Snead	Tulsa Chamber of Commerce	5,000		
BU-97-RS-005	OKC Forecast	Mark Snead	OKC Chamber of Commerce	5,000		
BU-02-RS-027	Increasing Child Support Collection Success in Oklahoma	Mark Snead	Department of Human Services	33,298.00		
BU-02-RS-031	Update of 1996 Report on Marginally Producing Wells	Mark Snead	OK Commission on Marginally Producing Oil and Gas	8,500.00		
TOTAL FY02				\$1,002,866.00		
FY03						
BU-00-RS-010	Exercise in Hard Choices	Kent Olson	US Dept of Education		63,175.00	
BU-01-RS-011	OG&E Project	Mark Snead	OG&E Energy Corp		5,000.00	
BU-02-RS-033	Economic Forecasting Support	Dan Rickman	Tulsa Technology Center		2,233.00	
BU-02-RS-033	Economic Forecasting Support	Dan Rickman	Tulsa Technology Center		2,233.00	
BU-02-RS-033	Economic Forecasting Support	Dan Rickman	State of Oklahoma		1,000.00	
BU-02-RS-035	Tobacco Use Prevention FY03	Josh Wiener	Ok State Department of Health		23,500.00	
BU-02-RS-035	Tobacco Use Prevention FY03	Josh Wiener	Ok State Department of Health		5,000.00	
BU-02-RS-037	Tulsa Tobacco Project	Josh Wiener	Tulsa Health Department		17,035.00	
BU-03-EX-001	Executive MBA in Managing E Business, Zayed Univeristy	Gaye Trivitt	Zayed Univeristy		20,000.00	
BU-03-EX-001	Executive MBA in Business 2, Zayed University	Gaye Trivitt	Zayed University		40,000.00	
BU-03-EX-002	Tinker Air Force Base- Business Courses	Ken Eastman	Rose State College		144,000.00	
BU-03-EX-005	Executive MBA Zayed Univ- Cohort III	Gaye Trivitt	Zayed University		40,000.00	
BU-03-RS-002	Comparison of Local Growth Reduction Poverty Rates	Dan Rickman	Upjohn Institute		13,000.00	
BU-03-RS-003	Externship for Assistance in Development & Maintenance of Selected Applications	Ramesh Sharda	RealeStudios.com		1,733.00	
BU-03-RS-004	Economic Forecasting FY03	Dan Rickman	Oklahoma Tax Commission		50,000.00	

BU-03-RS-016	2003 OK Child Care Market Rate Survey	Mark Snead	DHS		14,725.00
BU-03-RS-019	Tulsa Tobacco Ethnic Study	Josh Wiener	Tulsa City-County Health Department		40,000.00
BU-03-RS-021	Externship for Select Web Applications	Mark Weiser	iTradeFair.com		6,350.00
BU-03-RS-022	Breathe Easy Campaign	Josh Wiener	Tulsa City-County Health Department		40,000.00
BU-03-RS-706	CATT: 8.0 Management & Assessment	Ramesh Sharda	Sverdrup Technology		22,624.00
TOTAL FY03					\$ 551,608.00
FY04					
BU-01-RS-012	Economic Forecasting Support Private	Mark Snead	Oklahoma Child Care Resource & Referral Associatio		465.00
BU-01-RS-012	Economic Forecasting Support Private	Dan Rickman	Moore Norman Technology Center		2,000.00
BU-02-RS-035	Tobacco Use Prevention FY03	Josh Wiener	OK Stae Department of Health		110,500.00
BU-03-RS-011	Tulsa Tobacco Study FY03	Josh Wiener	Tulsa City-County Health Department		40,000.00
BU-03-RS-021	Externship for Select Web Applications	Mark Weiser	iTradeFair.com		6,350.00
BU-04-EX-001	Executive MBA -Zayed Cohort IV	Gaye Trivitt	College of Business Sciences, Zayed		45,000.00
BU-04-EX-004	Stress Management Presentation	Vickie Karns	FAA		900.00
BU-04-RS-001	Evaluation of the Effectiveness of Media	Josh Wiener	OUHSC		18,374.00
BU-04-RS-003	Oklahoma Highway Cost Allocation Study	Kent Olson	OU		38,013.00
BU-04-RS-004	New Product Development Study	Gary Frankwick	New Product Development Center		20,918.00
BU-04-RS-005	Economic Forecasting FY04	Mark Snead	Oklahoma Tax commission		50,000.00
BU-96-RS-012	Tulsa Metro Area Forecast	Mark Snead	Tulsa Chamber of Commerce		5,000.00
BU-97-RS-005	Oklahoma City MSA Quarterly Economic Model	Mark Snead	Oklahoma City Chamber of Commerce		6,646.00
TOTAL FY04					\$ 344,166.00

IRIM > OSU > Business Administration > Business Report

Business Condensed Printable Form

Oklahoma State University
FIVE-YEAR ACADEMIC REPORT CARD
 College of Business Administration

Fall Semester	2000	2001	2002	2003	2004	Change	
						Amount	Percent
Headcount							
Undergraduate	3,648	3,772	3,810	4,043	4,016	368	10.1%
Graduate	633	660	712	728	610	-23	-3.6%
Professional	0	0	0	0	0	0	0.0%
Total	4,281	4,432	4,522	4,771	4,626	345	8.1%
Minority	992	1,041	1,106	1,225	1,204	212	21.4%
Non-minority	3,289	3,391	3,416	3,546	3,422	133	4.0%
Entry Information							
ACT Average	23.9	23.6	23.6	24.0	24.3	0.40	1.7%
ACT 25th - 75th Percentile	22 - 26	21 - 26	22 - 26	22 - 26	22 - 26		
Top 10% of HS Class (%)	31%	24%	27%	21%	21%	-10%	-32.3%
Retention/Graduation Rates							
Freshman Retention Rate	86.8%	84.5%	83.2%	84.6%	77.3%	-9.5%	-10.9%
6-Year Graduation Rate	58.1%	60.5%	61.0%	65.5%	68.2%	10.1%	17.4%
Number of Student Awards*	0	0	0	0	2	2	

Semester Credit Hours -- State									
Funded									
Undergraduate	36,364	38,695	41,331	44,644	44,610	8,246	22.7%		
Graduate	3,914	4,279	4,981	5,106	4,598	682	17.4%		
Professional	0	0	0	0	0	0	0.0%		
Total	40,278	42,974	46,312	49,750	49,206	8,928	22.2%		

Number of Lecture Classes Taught & Avg Class Size		Number	Avg.	Number	Avg.	Number	Avg.	Number	Avg.	# Classes Taught		
Undergraduate	240	51.0	250	52.6	276	49.6	299	50.1	303	48.3	63	26.3%
Graduate / Professional	48	22.0	49	25.0	57	25.0	53	25.0	56	23.0	8	16.7%
All Students	288	46.2	299	48.1	333	45.4	352	46.3	359	44.3	71	24.7%

Class Size									
% of Classes < 20	13%	14%	13%	15%	15%	2.0%	15.4%		
% of Classes > 50	27%	31%	27%	30%	23%	-4.0%	-14.8%		

OSU - Tulsa**									
Headcount	378	483	733	886	920	542	143.4%		

FACULTY INFORMATION	Instructional FTE												
	Professor-Lecturer	89.00	98.12	105.10	104.47	106.92		17.92	20.1%				
	Graduate Assistant Teaching	47.73	49.33	45.28	55.63	54.64		6.91	14.5%				
	Total	136.73	147.45	150.38	160.10	161.56		24.83	18.2%				
	Headcount												
	Professor-Lecturer												
	Total	105	113	125	121	128		23	21.9%				
	Minority	16	16	17	17	20		4	25.0%				
	Tenured/Tenure Track												
	Total	88	95	96	94	91		3	3.4%				
Tenured	78	78	77	77	73		-5	-6.4%					
% Tenured	88.6%	82.1%	80.2%	81.9%	80.2%		-8.4%	-9.5%					
% of Faculty Full - Time		95%	96%	94%	95%	93%		-2.0%					
Student Faculty Ratio		41:1	39:1	37:1	39:1	37:1							
Faculty Salaries vs. Peer Inst. (Full-time Faculty - 9 mos.)													
		OSU	Peer	OSU	Peer	OSU	Peer	OSU	Peer				
Professor		\$90,510	\$106,338	\$95,653	\$113,264	\$95,952	\$116,277	\$95,236	\$117,748	\$102,056	NA	\$11,546	12.8%
Associate		\$75,811	\$82,003	\$80,537	\$87,631	\$81,582	\$90,787	\$81,200	\$92,375	\$86,376	NA	\$10,565	13.9%
Assistant		\$79,632	\$83,588	\$84,311	\$89,316	\$87,816	\$94,949	\$90,350	\$96,741	\$95,019	NA	\$15,387	19.3%
Classes Taught by													
Tenured/Tenure Track													
% Lower Div. Classes	41%	43%	33%	41%	30%		-11.00%						
% Undergrad Classes	56%	54%	50%	51%	43%		-13.00%						

Fiscal Year	FY00	FY01	FY02	FY03	FY04	Change		
						Amount	Percent	
RESEARCH	Total Research Expenditures	\$2,433,239	\$2,741,224	\$2,864,084	\$2,614,146	\$2,422,855	-\$10,384	-0.4%
	Sponsored Expenditures***	\$440,405	\$574,759	\$715,052	\$451,351	\$518,769	\$78,364	17.8%
	Federal Research Expenditures	\$349,230	\$503,975	\$381,663	\$236,250	\$147,911	-\$201,319	-57.6%
	Doctorate Degrees Awarded	10	11	20	5	18	8	80.0%
	# of Research Professors	0	0	0	0	0	0	0.0%
	# of Clinical Professors	0	0	0	0	0	0	0.0%
	# of Post-Doctoral Appointees	0	0	0	0	0	0	0.0%
	Research Dollars / Faculty FTE	\$27,340	\$27,937	\$27,251	\$25,023	\$22,660	-\$4,679	-17.1%
ECON DEV	Number of SBIR Awards	NA	NA	NA	NA	NA	NA	NA
	Number of Income-Generating Licenses	0	0	0	0	0	0	0.00%
	Number of Invention Disclosures	0	0	0	0	0	0	0.00%
Expenses:	Faculty Salaries	\$7,721,899	\$7,921,382	\$8,733,772	\$8,688,520	\$8,752,701	\$1,030,802	2.0%
	Other Salaries	\$1,909,916	\$2,018,605	\$2,127,553	\$2,082,162	\$1,917,021	\$7,105	-0.0%
	Other Expenses	\$2,768,168	\$3,505,017	\$4,223,588	\$3,435,426	\$3,222,496	\$454,328	1.8%
	Total Expenses	\$12,399,983	\$13,445,004	\$15,084,913	\$14,206,108	\$13,892,218	\$1,492,235	1.6%
	Cost per SCH	\$161.29	\$158.06	\$164.57	\$145.83	\$136.14	-\$25.15	-15.59%
	Cost per SCH in Constant \$	\$161.29	\$153.56	\$157.23	\$135.87	\$122.94	-\$38.35	-23.78%
	Other Revenue:							
	Other Student Fees	\$667,869	\$561,648	\$578,201	\$637,101	\$1,118,315	\$450,446	67.4%
	Gifts and Grants	\$408,464	\$567,562	\$677,691	\$975,287	\$604,931	\$196,467	48.1%
	Transfers from OSU-Tulsa for Faculty Exp.***	\$0	\$1,363,000	\$50,174	\$2,147,630	\$1,451,882	\$1,451,882	-

FINANCIAL	Fees Related to Educ. Depts.	\$153,667	\$10,948	\$16,686	\$4,960	\$968		
	Other Income	\$888,447	\$1,717,088	\$1,654,597	\$1,147,356	\$2,107,368	-\$152,699	-99.4%
	Total Other Revenue	\$2,118,447	\$4,220,246	\$2,977,349	\$4,912,334	\$5,283,464	\$1,218,921	137.2%
	Private Fundraising						\$3,165,017	149.4%
	Total Budget \$'s Provided by Foundation	\$843,402	\$1,055,569	\$1,318,242	\$1,383,211	\$1,146,346		
							\$302,944	35.9%
	Total \$ Raised by Foundation	\$2,793,575	\$2,399,929	\$1,224,015	\$1,645,404	\$1,687,912	-\$1,105,663	-39.6%

*Student awards include: Truman, Rhodes, Marshall, Udall, Goldwater, Harriman, Melon, Pickering & Jack Kent Cook.

**OSU-Tulsa Students are also included in the overall headcounts and SCH.

***All transfers from OSU-Tulsa for faculty expenses were not made by the end of the fiscal year in FY 2000 and FY 2002 and therefore these numbers do not reflect the full amounts transferred.

Items in red are used in the U.S. News rankings.

Items in blue are used in the Top American Research Universities rankings.

Economic Development items include those invention disclosures and income generating licenses tracked by the University Research Office.

**Oklahoma State University
FIVE-YEAR ACADEMIC REPORT CARD
BUS - OTHER**

Fall Semester	2000		2001		2002		2003		2004		Change	
	Amount	Percent	Amount	Percent	Amount	Percent	Amount	Percent	Amount	Percent	Amount	Percent
Student Information												
Headcount	1,657		1,759		1,564		1,647		1,769		112	6.8%
Undergraduate	364		306		340		375		274		-90	-24.7%
Graduate	0		0		0		0		0		0	-
Professional	0		0		0		0		0		0	-
Total	2,021		2,065		1,904		2,022		2,043		22	1.1%
Minority	401		424		395		457		470		69	17.2%
Non-minority	1,620		1,641		1,509		1,565		1,573		-47	-2.9%
Entry Information												
ACT Average												
ACT 25th - 75th Percentile												
Top 10% High Sch. Class(%)	0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	
Retention/Graduation Rates												
No. of Full-time Semesters	0		9.6		9.1		8.9		8.4		-1.2	-12.5%
Semester Credit Hours - State Funded												
Undergraduate	546		501		487		629		588		42	7.7%
Graduate	0		0		0		0		0		0	-
Professional	0		0		0		0		0		0	-
Total	546		501		487		629		588		42	7.7%
Number of Lecture Classes Taught Avg Class Size												
Undergraduate	Number	Avg.	Number	Avg.	Number	Avg.	Number	Avg.	Number	Avg.		
Graduate/Professional	1	11.0	1	19.0	1	6.0	1	22.0	0	0	-1	-100.0%
All Student	3	31.0	2	36.0	2	37.0	2	29.0	0	0.0	-3	-100.0%
	4	26.0	3	30.3	3	26.7	3	26.7	0	0	-4	-100.0%
Class Size												
% of Classes < 20	25.0%		33.3%		66.7%		33.3%		0.0%		-25.0%	
% of Classes > 50	0.0%		0.0%		33.3%		0.0%		0.0%		0.0%	
OSU-Tulsa												
Headcount	247		267		289		303		256		9	3.6%
Student Credit Hours	93		108		157		75		69		-24	-25.8%
Faculty Information												
Instructional-FTE	1.00		0.25		0.50		0.25		1.25		0.25	25.0%
Professor-Lecturer	17.85		19.42		16.96		18.06		17.27		-0.58	-3.2%
Graduate Assistant	18.85		19.67		17.46		18.31		18.52		-0.33	-1.8%
Total												
Headcount												
Professor-Lecturer	6		4		5		4		3		-3	-50.0%
Total	0		0		0		0		0		0	-
Minority	3		3		3		3		2		-1	-33.3%
Tenured/Tenure Track	3		3		3		3		2		-1	-33.3%
Tenured	100.0%		100.0%		100.0%		100.0%		100.0%		-1	-33.3%
%Tenured											0.0%	
% of Faculty Full - Time												
	60.0%		100.0%		75.0%		100.0%		100.0%		40.0%	-
Student Faculty Ratio												
	1073.0		1863.0		1275.0		1773.3		914.8		-158.2	-14.7%
Faculty Salaries vs. Peer Inst. (Full-time Faculty - 9 mos.)												
Professor	OSU	Big 12	OSU	Big 12	OSU	Big 12	OSU	Big 12	OSU	Big 12	OSU	
Associate	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Assistant	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Classes Taught by Tenured/Tenure Track												
% Lower Div. Classes	0%		0%		0%		0%		0%		0.00%	
% Undergrad. Classes	100%		100%		100%		100%		0%		100.00%	

Oklahoma State University
FIVE-YEAR ACADEMIC REPORT CARD
BUS - OTHER

Fiscal Year	2000	2001	2002	2003	2004	Change	
						Amount	Percent
Financial Information							
Faculty Salaries	\$691,385	\$680,380	\$802,881	\$749,945	\$723,944	\$32,559	4.7%
Other Salaries	\$1,610,671	\$1,717,267	\$1,811,093	\$1,785,407	\$1,679,277	\$68,606	4.3%
Fringe Benefits	\$485,034	\$637,330	\$735,641	\$719,386	\$687,284	\$202,250	41.7%
Travel	\$36,754	\$54,903	\$40,457	\$22,604	\$47,701	\$10,947	29.8%
Utilities	\$0	\$0	\$0	\$0	\$0	\$0	-
Supplies Other Oper. Exp.	\$359,341	\$526,159	\$389,759	\$281,216	\$133,142	(\$226,199)	-62.9%
Property, Furniture Equip.	\$121,967	\$210,888	\$638,722	\$52,216	\$12,262	(\$109,705)	-89.9%
Library Books Periodicals	\$923	\$571	\$1,445	\$1,403	\$1,903	\$980	106.3%
Transfers Other Disbur.	\$0	\$0	\$0	\$0	\$23,741	\$23,741	-
Total	\$3,306,075	\$3,827,497	\$4,419,997	\$3,612,176	\$3,309,254	\$3,179	0.1%
Cost per SCH	\$3,808.84	\$5,089.76	\$5,964.91	\$6,640.03	\$4,551.93	\$743.09	19.5%
Cost per SCH in Constant \$	\$3,808.84	\$4,944.93	\$5,698.88	\$6,166.56	\$4,110.48	\$301.64	7.9%
Other Revenue							
Other Student Fees	\$667,869	\$561,648	\$578,201	\$637,101	\$1,118,315	\$450,446	67.4%
Gifts and Grants	\$408,464	\$567,562	\$677,691	\$779,211	\$569,512	\$161,048	39.4%
OSU-Tulsa Fac. Exp. Transfers	\$0	\$82,000	\$6,604	\$13,245	\$4,915	\$4,915	-
Fees Related to Educ. Depts.	\$135,405	\$10,902	\$16,686	\$5,555	\$968	(\$134,437)	-99.3%
Other Income	\$767,106	\$1,605,507	\$1,485,702	\$621,525	\$1,861,291	\$1,094,185	142.6%
Total	\$1,978,844	\$2,827,619	\$2,764,885	\$2,056,638	\$3,555,001	\$1,576,157	79.7%
External Funding							
Sponsored Expenditures**	\$0	\$63,527	\$83,180	\$82,605	\$124,687	\$124,687	-

**Excludes federal appropriations for College of Agriculture Sciences and Natural Resources.