

**ASSOCIATION OF COLLEGIATE BUSINESS  
SCHOOLS AND PROGRAMS (ACBSP)  
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## INTRODUCTION

A self-study of an institution's business unit, sometimes referred to as a self-evaluation or self-assessment, is a requirement in ACBSP's overall accreditation process. A comprehensive and formal self-study for ACBSP accreditation is required once every ten years, although it is recognized that institutions are involved in self-assessment activities continuously. A self-study document is produced for use by an external team of professional program evaluators who have been engaged to review an institution's business school or program. The program evaluators will use the self-study document to determine the degree of compliance with ACBSP's accreditation standards.

ACBSP recognizes that no two institutions are alike--each has its unique features and characteristics which must be reflected in the self-study document. The purpose of this guide is to assist the institution in developing and compiling the required information for the self-study document. The key to preparing a successful document is to provide well-written and accurate information in support of compliance with ACBSP standards. When a variance to a standard is requested, it must be explained in detail (including supporting documents). It must be explained in the applicable section of the self-study report where the standard is addressed. The quality of content in the self-study is more important than the length of the document.

This self-study review will address each of the accreditation standards as approved by the ACBSP Associate Degree Commission. Questions are provided for the program evaluator to answer to show compliance with these standards.

“EXHIBIT A”  
TITLE PAGE

Association of Collegiate Business  
Schools and Programs  
(ACBSP)  
Self-Study Year (2003-2004)

NAME OF INSTITUTION: College of Southern Maryland

WEB SITE: [www.csmd.edu](http://www.csmd.edu)

PRESIDENT OR CHANCELLOR’S NAME: Dr. Elaine Ryan, President

CHIEF ACADEMIC OFFICER’S NAME: Ms. Ann Smith, Dean of Career and Technical Education

DEAN OR HEAD OF BUSINESS SCHOOL OR PROGRAM: Mr. Rex Bishop, Chair of Business, Economics and Legal Studies. Dr. Robert Schaller will be serving in the Chair position effective July 1, 2005. Rex will continue as the ACBSP Self-Study Coordinator.

Identification of Primary Institutional Contact during the Accreditation Process:

Name: Mr. Rex Bishop (rex.bishop@csmd.edu)

Title: Professor and former Chair of Business, Economics and Legal Studies

Address: 8730 Mitchell Road

City: La Plata State: MD Zip: 20646-0910

Phone: 240-725-5422 or 301-934-7542

Name of Institution’s Self Study Coordinator: Mr. Rex Bishop , Professor and former Chair of Business, Economics and Legal Studies

Date of Submission of this Self-Study: August 2005

## “EXHIBIT B”

### GENERAL INFORMATION

This section of the self-study document is used to provide general information about the institution and its business program.

- a. Identify those individuals who prepared the self-study.
- b. State which regional accrediting body has provided your institution with regional accreditation. Enclose a copy of that body’s letter of affirmation or reaffirmation of regional accreditation in the Appendix of your self-study report.
- c. Provide a profile of the institution, including the business unit, service area, and student composition.
- d. State your institution’s purposes for the self-study.
- e. Provide the statement of mission for your institution and state whether it is listed in your institution’s catalog of program offerings.
- f. State the mission and objectives of the business program for which you are seeking accreditation. Describe how the programs in business are compatible with the institution’s mission and whether the business program is accomplishing its purpose.
- g. Identify the business programs in your institution (e.g., Accounting, Banking) to be evaluated. Identify and provide justification for any business program(s) to be excluded.
  - g-1. Do all business courses have classroom meetings of 50 minutes per week per one hour of credit (e.g., a 3 credit hour course meets 150 minutes per week during the semester)? Quarter system institutions are adjusted accordingly. Describe how classes are structured to provide alternative methods of instructional delivery.
  - g-2. Describe the structure and process for developing curriculum and determining degree programs for your business unit.
- h. Identify the long-range plans for your business programs and highlight significant changes that are anticipated.
- i. List each type of academic degree offered by each of your business programs. State the number of each type of degree conferred during the self-study academic year. If you offer or confer nontraditional business degrees, explain how they relate to your overall business unit. Include in your response the extent to which it is or is not possible to earn a degree entirely through alternative methods of instructional delivery.
- j. The associate degree system requires a minimum of two academic years of full-time course work. State how your institution awards credit hours (e.g., semester, quarter hours) and how these credit hours are calculated. Describe, if different, the credit hour value for courses taught through a distance learning approach, and justify the differences.

- k. Include a copy of the institution's organizational chart and the business school or programs organizational chart in the Appendix.
- l. Cite the legal authorization your institution has to operate and confer degrees.
- m. Describe the governing body legally responsible for the institution's activities and how it represents the public interest (e.g., names of board members, meeting schedule, etc.).
- n. Identify how the business program requirements, tuition and fees, student policies, and academic credentials of the faculty are communicated to students. Are the business programs clearly identifiable in the student catalog? Is there a clearly indicated method of identifying courses taught exclusively through an electronic mode?
- o. Include the timeline used for the self-study.

## B—General Information

a. Rex Bishop (Exhibits B, E-G, K, O, T, U, X), Professor and Chair (to 7/1/05) – Business, Economics and Legal Studies, William (Bill) Morton (Exhibits D, L-N, Q-S, AA), Professor – Business/Accounting, Mary Beth Klinger (Exhibits D, H, I, Y), Associate Professor – Business/Economics, James (Jim) Fehr (Exhibits C, J, Z), Assistant Professor – Business/Economics, Thomas (Tom) Repenning (Exhibits P, V, W), Director - Library, Penelope (Penny) Appel (Exhibits P, V, W), Director – Learning Assistance Department (retired), Jayne Mignogno (editing), Specialist – Career Services and Cami Cooley (computer support), Course Manager - Business, Economics and Legal Studies.

b. CSM is accredited by the Middle States Association of Colleges and Schools. A copy of the 2004 reaffirmation letter is displayed in **Appendix B-1**.

c. A profile of the College of Southern Maryland (CSM) is provided on page 12-13 of the 2002-2004 CSM Catalog (See **Appendix B-2**) and on our web site, [www.csmd.edu](http://www.csmd.edu). Total 2002-2004 credit enrollment by campus, credit completion rate, and unduplicated enrollment charts are displayed as **Appendix B-3**. Business degree enrollments by program and full-time equivalents by discipline are displayed in **Exhibit C**.

d. This self-study has been designed to document that the College of Southern Maryland meets the ACBSP accreditation standards. The process encouraged us to:

- Examine the relationship of the mission and goals of the business program to the College's mission and goals;
- Determine the effectiveness of the business program in meeting its mission and goals;
- Measure the business program against the criteria of the Association of Collegiate Business Schools and Programs, thus providing the College with a measurement of its

business program that will lead toward strengthening the College's educational programs and services provided to its service area.

- Assess our programs against benchmarks from other business programs and thus support a continuous improvement model.
- Identify and assess the strengths, weaknesses and opportunities that exist within our business programs.

e. The College of Southern Maryland prepares its students and community to meet the challenges of individual, social and global changes. This mission and the CSM strategic objectives are shown on page 14 of the 2002-2004 CSM Catalog.

#### f. MISSION AND GOALS OF THE BUSINESS, ECONOMICS AND LEGAL STUDIES DEPARTMENT

The overall mission of the Business, Economics and Legal Studies Department is to support the College's mission and goals. To accomplish this mission, the Department has developed its own set of goals to provide continuity in the management of the department and to provide a framework within which to operate and assign resources. These goals are constantly reviewed and revised to meet new forces from within and outside the Department. The Department goals are:

##### \*Course Development and Evaluation

- To keep abreast of changing technology and to integrate that technology into department courses, credit and credit free.
- To design new courses and modify existing courses to meet workplace needs, credit and credit free.
- To assure the transferability of department courses to those four year institutions to which our students transfer.

##### \*Program Development and Evaluation

- To continuously monitor and assess all certificate and degree programs and to adjust these programs, as needed, to meet the changing needs of students, employers, and the community.
- To maintain occupational curricula which recognize the demands of the marketplace as well as the requirement of lifelong learning.
- To assess the needs for and to develop new programs to meet the training needs of the business and government community.
- To assess the needs for and to develop new programs to meet the training needs of students in the service area.
- To design transfer curricula which are fully articulated and which in design reflect also an awareness of advances in current theory.

#### \*Faculty Development

- To participate fully in college professional development opportunities and to attend professional conferences and workshops.
- To attract and retain qualified and competent full-time and part-time teachers, assure they have adequate support and the opportunity for continuous improvement of their pedagogical skills.

#### \*College Department and Customer Service Activities

- To provide quality education to all students enrolled in business programs by providing a variety of training experiences to meet the needs of the diverse student population.
- To work with other units of the college to provide instructional help for students so as to improve student retention and student academic success.
- To provide business department input into faculty and college committees to assure adequate representation of Business Department views in all aspects of college activities and management.

#### \*Community and Professional Involvement

- To develop a strong and continuous relationship with the leaders of the business community in the tri-county area.
- To share with the community, when appropriate, the varied resources of the department, to enhance the intellectual and business environment of the community.

g. Three degree programs are presented for reaffirmation. These 3 programs were accredited by ACBSP in 1995. They are as follows:

Accounting, Associate in Applied Science, 60 credits

Management Development, Associate in Applied Science, 60 credits

Business Administration, Associate in Science, 61 credits

g.1. All business lecture courses have classroom meetings of 50 minutes per week per one semester credit. Web-based classes are structured to complete the same learning objectives as lecture classes. All web-based classes follow the CSM online course standards. All Business Department web-based sections require at least one proctored test.

g.2. Business faculty determine curriculum. New courses and programs are first approved at the department level. Changes to programs and new courses are approved by the Dean of Career and Technical Education and then presented to the Academic Council. New degree and certificate programs must be approved by the Maryland Higher Education Commission (MHEC). (**Appendix B-4**)



- h. Some of the long range goals of the department are as follows:
- Continue to update and enhance the quality of ACC, BAD and ECN courses.
  - Support the CSM General Education program.
  - Infuse global concepts into the general education Economics courses.
  - Increase integration of technology into the Business degree and certificate programs.
  - Create stronger interdepartmental relationships and support interdisciplinary planning.
  - Evaluate course prerequisites, including developmental, for department courses.
  - Integrate usage of spreadsheets and presentation software.
  - Build additional direct articulation agreements with Maryland state colleges and universities.
  - Expand opportunities for applied learning, including service learning and cooperative education, in department courses.

**2003-2004 and 2004-2005 department plans will be available on site.**

i. Degree Graduates	2002	2003	2004
Accounting	33	34	38
Business Admin. Transfer	38	35	32
Management Development	39	51	43

It is possible for students to earn the Business Administration or Management Development degree entirely through distance education. All but one of the Business web-based courses are taught by full-time faculty. Jane Jump, a former permanent part-time faculty member, teaches the BAD 1330 online course. All WebCT faculty have completed Level 1 and Level 2 training and all require at least one proctored test. Mike Green, the WebCT department liaison, monitors the courses to ensure that they follow the published CSM web standards. Statistics on web-based courses will be available to the site visit team.

- j. All CSM associate degrees require at least 60 credits which includes 2 academic years of full-time course work. The calculation of 1 (one) credit at CSM is based on 15 hours of lecture classroom contact. One credit in a laboratory course is based on 30 student hours in the laboratory. Since the vast majority of business courses are three (3) credit lecture courses, the students generally spend 45 hours of class contact for the course. Please see requirements for graduation on page 310 of the 2002-2004 CSM Catalog.
- k. The College and Business Department organizational charts are displayed in the **Appendix** as **B-5** and **B-6**.
- l. The Maryland Higher Education Commission approves associate degree granting institutions in Maryland. Prior to 1986 that body was constituted as the Maryland State Board for Higher Education (SBHE). A letter from SBHE referencing state approval is

displayed as **Appendix B-7**. This statement gives the college authority to operate and grant degrees.

- m. A CSM Board of Trustees listing and meeting schedule are displayed as **Appendix B-8**. The Board members are listed on page 205 of the 2002-2004 CSM Catalog.
- n. The students obtain information about program requirements, course offerings, fees, and other pertinent information from a variety of sources. Courses required for degrees, certificates, and letters of recognition, are found in the College Catalog. The information contained in the 2002-04 College Catalog is as follows:

Business Program Requirements	pages 54-55, 69-70, 103-104
Tuition and Fees	pages 18-20
Financial Assistance Information	pages 20-24
Student Policies	pages 25-32
Faculty Credentials	pages 214-227

Prior to each semester the College produces a Schedule of Classes. This publication, which is mailed to all residents in the service area, lists all courses being offered in the semester and gives the students course credits, time and location information of course offerings. Web-based courses are clearly identified in the publication. Enrollment information and a fee schedule are also included in this publication.

Once a student has registered for and is attending a particular course, the individual instructor in the Business Department has the responsibility for supplying each student with a class syllabus. The syllabus, as described in the Full-time Faculty Handbook, covers many aspects of classroom procedures and informs the students of specific course requirements. Additional general student rules are found in the Student Handbook and apply to all departments.

o. Timetable

Fall Semester, 2004	*Select self-study team members *Make assignments of required materials
Spring and summer 2005	*Complete all study areas
June 2005	Proof self study, Department* and Dean
July 2005	Mail required materials to ACBSP
September 2005	*Meet with visiting team *Accept and respond to site team report
November 2005	*Receive Accreditation Decision

“EXHIBIT C”  
**OFF-CAMPUS OPERATIONS AND  
 OTHER UNIQUE ITEMS**

**Institutional Response:**

The College of Southern Maryland is comprised of three campuses and one extended campus center which is located eight miles from the La Plata campus.

- College of Southern Maryland, La Plata Campus (**LAPL**)
- College of Southern Maryland, Waldorf Center (**WALD**)
- College of Southern Maryland, Leonardtown Campus (**LEON**)
- College of Southern Maryland, Prince Frederick Campus (**PRIN**)

The figure below lists the College’s campus sites and the number of students enrolled at each site for the fall semester of 2003 and the spring semester of 2004.

**Business Administration Transfer**

<u>Location</u>	<u>Number of Students Fall 2003</u>	<u>Number of Students Spring 2004</u>
La Plata	289	273
Prince Frederick	87	89
Leonardtown	127	137
Waldorf Center	70	68

**Accounting**

<u>Location</u>	<u>Number of Students Fall 2003</u>	<u>Number of Students Spring 2004</u>
La Plata	181	175
Prince Frederick	54	53
Leonardtown	84	71
Waldorf Center	59	59

**Management Development**

Location	Number of Students	Number of Students
	Fall 2003	Spring 2004
La Plata	194	163
Prince Frederick	35	48
Leonardtown	113	86
Waldorf Center	60	50

**Total of Three Programs** (unduplicated enrollments)

	Number of Students	Number of Students
	Fall 2003	Spring 2004
Total	1105	1016

**Course Discipline FTE's**

	Fall 2002	Fall 2003	Fall 2004
ACC	61.4	65.3	67.2
BAD	71.5	78.3	78.7
ECN	70.6	74.0	74.0

Source: Student Characteristics Fall 2000 – Fall 2003, and Student Characteristics Spring 2001 – Spring 2004; Outcomes Assessment and Research Department, College of Southern Maryland.

The Business Department offers distance learning opportunities to students in two non-traditional formats, telecourses and web courses. Currently the department offers 16 courses on the web and five courses in the telecourse format.

The College has no other unique items as defined by ACBSP.

“EXHIBIT D”  
**FACULTY QUALIFICATIONS**

**Standard:** ALL CLASS SECTIONS TAUGHT WITHIN THE BUSINESS UNIT MUST BE TAUGHT BY PROFESSIONAL, QUALIFIED FACULTY. A PROFESSIONALLY QUALIFIED FACULTY MEMBER IS ONE WHO:

- a. Possesses an earned Master’s or higher in a field.
- b. Possesses a related or out-of-field Master’s with documented 18 semester/27 quarter credit hours or equivalent of courses in the field beyond the introductory principles(s) level (“sufficient subject matter course work”).
- c. Possess a Bachelor’s in field with documentation in two or more areas of:
  - i) Professional certification (national, regional or state – institution must provide documentation to validate the certification;
  - ii) In-field professional employment (institution must provide a minimum of two years of documented experience from employer);
  - iii) Teaching excellence (institution must provide documentation of how excellence was determined and year of award);
  - iv) Research and publication (institution must provide documentation);
  - v) Documented relevant additional coursework beyond Bachelor’s degree equivalent to 18 semester hours or equivalent subject matter coursework, CEU’s, military, vendor training, etc.

Note: Describe any faculty employed in program area that does not meet this standard.

**EXCEPTIONS MAY BE GRANTED WHERE A FACULTY MEMBER FAILS TO MEET ANY OF THE CRITERIA, A, B, C, ABOVE. SUCH EXCEPTIONS MAY BE GRANTED IN SITUATIONS WHERE:**

- a. It has been demonstrated that a course or program is of such a specialized nature that faculty meeting any of the criteria above are not readily available, or,
- b. Faculty with legal rights to continued employment fail to meet any of the above criteria but agree to a plan to do so within a reasonable time.

See **Tables I-A, I-B, I-C**. Also see Faculty Appointments and Attrition - **Appendix D-1**

**TABLE I-A**  
**FACULTY NUMBERS AND QUALIFICATIONS**  
**FULL-TIME FACULTY**  
**Fall 2003, Spring 2004**

<b>* Tenured Name</b>	<b>Major Teaching Field</b>	<b>Highest Degree Type</b>	<b>Highest Degree Field</b>	<b>Prof. Cert.</b>	<b>Masters in Field</b>	<b>Masters with Course Work</b>	<b>Bachelors plus Two Areas</b>	<b>Exceptions</b>
Bishop , Rex (Chair) *	Business	CAGS	Administration		X			
Fehr, James	Business, Economics	MBA	Business		X			
Fried , Bruce *	Accounting	BS	Education	CPA			X	
Glassman, Kenneth *	Business Law	JD	Law		X			
Green, Michael *	Business, Economics	MA	Economics		X			
Harrison, Bonnie *	Accounting, Business	MAS	Info. Tech			X		
Klinger, Mary Beth *	Business, Economics	MBA M.I.M.	Business, Intl. Mgt.		X			
Miklos, Athena *	Business, Economics	M.I.M.	Intl. Mgt.		X			
Morris, Daphne	Business	JD	Law			X		
Morton, William *	Accounting, Business	MBA	Business		X			
Schaller, Robert *	Business, Economics	MBA	Business		X			
Seremet, Joseph *	Accounting, Business	M. Ed	Business			X		
Stevens, Catherine *	Business	JD	Law		X			

**TABLE I-B  
FACULTY NUMBERS AND QUALIFICATIONS  
PART-TIME FACULTY  
Fall 2003, Spring 2004**

Name	Major Teaching Field	Highest Degree Type	Highest Degree Field	Prof. Cert.	Master's in Field	Masters with Course Work	Bachelor's plus Two Areas	Exceptions
Boonchaisri, Danita	Business	M.S.	Management		X			
Boswell, Walter	Accounting	M.G.A.	Business	CPA		X		
Bryan, Clark	Accounting	B.S.	Accounting				X	
Butler, Roberto	Accounting	MA MBPA Ph.D.	Education Finance		X			
Butler, Tyuana	Business	B.A.	Business	Level Three, D.O.D Contracting Series			X	
Cathcart, Charles	Business	M.S.	Business		X			
Chappelle, Steven	Business	J.D.	Law		X			
Chenoweth, Kathleen	Economics	MGA	Business			X		
Cornette, Ivan	Accounting	B.S.	Business				X	
Cocimano, Michael	Accounting	B.S.	Business	CPA			X	
Cody, John	Business	MBA	Business		X			
Cox, Sonya	Accounting	MBA	Business		X			
Craig, David	Business	JD	Law		X			
Densford, David	Business	JD	Law		X			
Elliot, Naomi	Business	M.Ed.	Business		X			
Fjellheim, Alan	Economics	MBA	Business		X			
Grable, Chris	Business	B.S.	Business				X	

Name	Major Teaching Field	Highest Degree Type	Highest Degree Field	Prof. Cert.	Master's in Field	Masters with Course Work	Bachelor's plus Two Areas	Exceptions
<b>TABLE I-B Cont'd</b>								
Greer, William	Business	JD	Law		X			
Hameroff, Michael	Business	M.Ed.	Special Ed. Admin.			X		
Harrington, Helen	Business	JD	Law		X			
Harrison, John	Accounting	B.S.	Accounting	CPA			X	
Hartline, John	Business	M.B.A.	Business		X			
Holcombe, Karen	Business	MGA	Business		X			
Jones, Norman	Economics	Ph.D.	Economics		X			
Jump, Jane	Business	B.S.	Info. Tech.	M.O.U.S.			X	
Lavender, Ron	Business	M.A.	Management		X			
Marshall, Ron	Business	MA	Management			X		
Mudd, Francis, Jr	Business	MBA	Business		X			
Nutter, Jack	Accounting	MBA	Accounting		X			
O'Dell, Kelly	Business	B.S.	Technology and Management				X	
Russell, Joseph	Accounting	BS	Business Management				X	
SextonTalmage	Accounting, Business	BS	Accounting				X	
Simeone, Stephen,	Accounting	BS	Business Admin. & Accounting				X	
Smith, Timothy	Business	MS	Systems Management			X		
Starliper, Patricia	Business	M.L.S.	Library Science			X		
Valltos, Beverly	Business	MGA	Business		X			



**TABLE I-C  
EXCEPTIONS**

<b>Name</b>	<b>Teaching Field</b>	<b>Justification for Exception</b>
None		

**“EXHIBIT E”**  
**FACULTY COMPOSITION**

**Standard:** AT LEAST 50 PERCENT OF THE REQUIRED FULL-TIME EQUIVALENT (FTE) FACULTY SHOULD HOLD A MASTER’S OR DOCTORATE DEGREE IN ORDER TO TEACH AT THE ASSOCIATE DEGREE LEVEL. AT LEAST 90 PERCENT OF THE FTE FACULTY SHOULD HOLD A MASTER’S OR BE PROFESSIONALLY QUALIFIED IN ORDER TO TEACH AT THE ASSOCIATE DEGREE LEVEL.

See **Table III.A, III.B** and Summary.

**TABLE III-A**  
**FACULTY FTE**  
**Fall 2003, Spring 2004**

Name	Qualification Status	Number of Credits	Percent of Load
<b>FULL-TIME FACULTY</b>			
Bishop, Rex (Chair)	Masters in Field	3	10
Fehr, James	Master in Field	39	130
Fried, Bruce	Bachelors and Two Areas (CPA)	30	100
Glassman, Kenneth (PGL)	J.D., Masters with Course Work	33	110
Green, Michael	Masters in Field	24	80
Harrison, Bonnie	Masters with Course Work	33	110
Klinger, Mary Beth	Masters in Field	30	100
Miklos, Athena	Masters in Field	30	100
Morris, Daphne	J.D., Masters with Course Work	18	60
Morton, William	Masters in Field	30	100
Schaller, Robert	Masters in Field	30	100
Seremet, Joseph	Masters with Course Work	30	100
Stevens, Catherine	J.D., Masters in Field	15	50

**TABLE III-B  
FACULTY FTE  
Fall 2003, Spring 2004**

Name	Qualification Status	Number of Credits	Percent of Load
<b>PART-TIME FACULTY</b>			
Boonchaisri, Danita	Masters in Field	3	10
Boswell, Walter	Masters in Field	6	20
Bryan, Clark	Bachelors plus Two Areas	12	40
Butler, Roberto	Doctorate	6	20
Butler, Tyuana	Bachelor plus Two Areas	6	20
Cathcart, Charles	Masters in Field	6	20
Chappelle, Steven	J.D., Masters in Field	6	20
Chenoweth, Kathleen	Masters with Course Work	6	20
Cocimano, Michael	Bachelors plus Two Areas	9	30
Cody, John	Masters in Field	3	10
Cornette, Ivan	Bachelors plus Two Areas	15	50
Cox, Sonya	Masters in Field	9	30
Craig, David	JD, Masters in Field	3	10
Densford, David	Masters in Field	6	20
Elliot, Naomi	Masters in Field	12	40
Fjellheim, Alan	Masters in Field	6	20
Friess-Bailey, Melissa	Masters in Field	6	20
Grable, Chris	Bachelors plus Two Areas	9	30
Greer, William	Masters in Field	6	20
Hameroff, Michael	Masters with Course Work	6	20
Harrington, Helen	JD, Masters in Field	6	20
Harrison, John	Bachelors plus Two Areas	6	20
Hartline, John	Masters in Field	6	20
Holcombe, Karen	Masters in Field	3	10

Name	Qualification Status	Number of Credits	Percent of Load
<b>TABLE III-B - PART-TIME FACULTY Continued</b>			
Jones, Norman	Masters in Field	9	30
Jump, Jane	Bachelors plus Two Areas	6	20
Lavender, Ron	Masters in Field	3	10
Marshall, Ronald	Masters with Course Work	12	40
Mudd, Francis, Jr	Masters in Field	6	20
Nutter, Jack	Masters in Field	12	40
O'Dell, Kelly	Bachelors plus Two Areas	3	10
Russell, Joseph	Bachelors plus Two Areas	9	30
Sexton, Talmage	Bachelors plus Two Areas	12	40
Simeone, Stephen	Bachelors plus Two Areas	12	40
Smith, Timothy	Masters with Course work	6	20
Starliper, Patricia	Masters with Course work	6	20
Valltos, Beverly	Masters with Course work	3	10

## TABLE III SUMMARY

The following table summarizes the number and percentage of course sections taught according to the qualification level of the faculty members.

2003-04

	<b>FULL-TIME</b>	<b>PART-TIME</b>	<b>TOTAL</b>	
Credits taught by faculty with:	N	N	N	%
Less than Bachelors	0	0	0	0
Bachelors plus Two Areas	30	99	129	22.18%
Masters or Higher	315	165	480	78.82%
Total Credits	345	264	609	100%

From this table, it can be seen that 78.82% of all credit hours taught in the Business Department were taught by masters or doctorally qualified faculty. One hundred percent (100%) of the FTEs were taught by masters or professionally qualified faculty.

“EXHIBIT F”  
FACULTY DEPLOYMENT

**Standard:** EACH SCHOOL OR PROGRAM MUST DEMONSTRATE ITS EFFORTS TO DEPLOY FACULTY RESOURCES AMONG THE DISCIPLINES, UNITS, COURSES, DEPARTMENTS AND MAJOR FIELDS IN SUCH A WAY THAT EVERY STUDENT ATTENDING CLASSES (ON OR OFF-CAMPUS, DAY OR NIGHT WILL HAVE AN OPPORTUNITY TO RECEIVE INSTRUCTION FROM FULL-TIME FACULTY. EACH SCHOOL OR PROGRAM MUST HAVE A MINIMUM OF ONE (1) FULL-TIME PROFESSIONALLY QUALIFIED FACULTY MEMBER IN EACH PROGRAM IN WHICH A BUSINESS MAJOR IS OFFERED.

See **Tables II.A, II.B** and **Summary Table II.A, II.B**

**TABLE II-A  
FACULTY DEPLOYMENT  
FULL-TIME FACULTY  
Fall 2003, Spring 2004**

Name	Discipline	Course Title	# Sections	On Campus		Off Campus	
				Day	Eve	Day	Eve
Bishop, Rex	Business	Principles of Marketing	1		1		
Fehr, James	Business	Human Relations/Leadership	2		2		
	Economics	Human Resource Mgt	1		1		
		Principles of Economics I	5	3	2		
		Principles of Economics II	2	1	1		
		Intro to Bus/Mkt Economy	3	2	1		
Fried, Bruce	Accounting	Principles of Accounting I	4	2	2		
		Principles of Accounting II	3	3			
		Intermediate Accounting I	2		2		
		Intermediate Accounting II	1		1		
Glassman, Kenneth	Business	Business Law I	7	4	3		
		Business Law II	2		2		
		Intro to Bus/Mkt Economy	2	2			
Green, Michael	Business	Principles of Economics I	4	2	2		
	Economics	Principles of Economics II	4	2	2		
Harrison, Bonnie	Accounting	Principles of Accounting I	1	1			
	Business	Principles of Accounting II	3		3		
		Intermediate Accounting I	1		1		

Name	Discipline	Course Title	# Sections	On Campus		Off Campus	
				Day / Eve	Day / Eve	Day / Eve	Day / Eve
Harrison, Bonnie (cont'd)		Cost Accounting	1		1		
		Microcomputer Applications	3	3			
		Intermediate Accounting II	1		1		
		Business Mathematics	1		1		
Klinger, Mary Beth	Business, Economics	Principles of Management	1		1		
		Starting and Operating a Small Business	2		2		
		Intro to Bus/Mkt Economy	5	5			
		Fundamental of E-Business	1		1		
		Principles of Economics I	1		1		
Miklos, Athena	Business	Principles of Marketing	2		2		
		Customer Relations	1		1		
		Principles of Economics I	2	2			
		Intro to Bus/Mkt Economy	5	3	2		
Morris, Daphne	Business Paralegal	Microcomputer Software Applications	6	3	3		
Morton, William	Accounting	Automated Accounting Systems	3	2	1		
	Business	Principles of Accounting I	5	5			
		Business Mathematics	2	2			
Schaller, Robert	Business Economics	Principles of Marketing	1		1		
		Principles of Management	1		1		
		Business Mathematics	2	2			
		Intro to Bus/Mkt Economy	1	1			
		Principles of Economics I	2	2			
		Principles of Economics II	3	1	2		
Seremet, Joseph	Accounting	Principles of Accounting I	5	3	2		
	Business	Principles of Accounting II	3	1	2		
		Microcomputer Software Applications	2	2			
Stevens, Catherine	Business	Business Law II	1	1			
	Paralegal	Business Law I	4	4			

**TABLE II-B  
FACULTY DEPLOYMENT  
PART-TIME FACULTY  
Fall 2003, Spring 2004**

Name	Discipline	Course Title	# Sections	On Campus		Off Campus	
				Day / Eve	Day / Eve	Day / Eve	Day / Eve
Boonchaisri, Danita	Economics	Intro to Business/Market Economy	1		1		
Boswell, Walter	Accounting	Prin of Accounting I	1		1		
		Prin of Accounting II	1		1		
Bryan, Clark	Accounting	Automated Accounting Systems	3		3		
	Business	Microcomputer Software Applications/Bus	1		1		
Butler, Roberto	Accounting	Principles of Accounting I	1		1		
		Principles of Accounting II	1		1		
Butler, Tyuana	Business	Micro/Software Appl/Bus	2		2		
Cathcart, Charles	Business	Human Relations and Leadership	1		1		
		Human Resource Management	1		1		
Chappelle, Steven	Business	Business Law I	2		2		
Chenoweth, Kathleen	Economics	Principles of Economics I	2		2		
Cocimano, Michael	Accounting	Automated Accounting Systems	1		1		
		Principles of Accounting	2	1	1		
Cody, John	Business	Intro to Bus/Mkt Economy	1		1		
Cornette, Ivan Dale	Accounting	Principles of Accounting I	5		5		
Cox, Sonya	Accounting	Principles of Accounting I	2		2		
		Federal Income Tax I	1		1		
Craig, David	Business	Business Law II	1		1		
Densford, David	Business	Business Law I	2		2		
Elliot, Naomi	Business	Microcomputer Software Applications/Bus	4	4			
Fjellheim, Alan	Economics	Intro to Bus/Mkt Economy	2		2		
Friess-Bailey Melissa	Economics	Intro to Bus/Mkt Economy	2		2		
Grable, Chris	Business	Microcomputer Software Applications/Bus	1		1		
		Start/Operate a Business	2		2		
Greer, William	Business	Business Law I	2		2		
Hameroff, Michael	Business	Human Resource Management	2		2		



Name	Discipline	Course Title	# Sections	On Campus Day / Eve		Off Campus Day / Eve	
<b>TABLE II-B Continued</b>							
Harrington, Helen	Business	Business Law I	1		1		
		Business Law II	1		1		
Harrison, John	Accounting	Principles of Accounting I	2		2		
Hartline, John	Business	Business Mathematics	2		2		
Holcomb, Karen	Business	Human Relations/Leadership	1		1		
Jones, Norman	Economics	Principles of Economics I	1		1		
	Business	Principles of Economics II	1		1		
		Principles of Marketing	1		1		
Jump, Jane	Business	Microcomputer Software Applications/Bus	2		2		
Lavender, Ron	Business	Principles of Marketing	1		1		
Marshall, Ronald	Business	Intro to Bus/Mkt Economy	1		1		
	Economics	Marketing	1		1		
		Principles of Economics I	2		2		
Mudd, Francis, Jr.	Business	Principles of Management	1		1		
		Human Resource Management	1		1		
Nutter, Jack	Accounting	Principles of Accounting I	2		2		
		Principles of Accounting II	1		1		
		Automated Accounting Systems	1		1		
O'Dell, Kelly	Business	Micro/Software Appl/Bus	1		1		
Russell, Joseph	Accounting	Intermediate Accounting I	1		1		
		Intermediate Accounting II	1		1		
		Federal Income Tax Accounting I	1		1		
Sexton, Talmage	Accounting	Principles of Accounting II	1		1		
	Business	Federal Income Tax Accounting I	2		2		
		Human Resources Mgt	1		1		
Simeone, Stephen	Accounting	Automated Accounting Systems	2		2		
		Principles of Accounting II	2		2		
Smith, Timothy	Economics	Introduction to Bus/Mkt Economy	2		2		
Starliper, Patricia	Business	Micro/Software Appl/Bus	2		2		
Valltos, Beverly	Business	Intro to Bus/Mkt Economy	1	1			

**TABLE II-A, II-B SUMMARY**

The following table summarizes faculty deployment during the 2003-2004 school year.

	ON-CAMPUS		OFF-CAMPUS	
	Day Classes	Night Classes	Day Classes	Night Classes
<b>Full-time</b>	64	51	0	<b>0</b>
<b>Part-time</b>	6	82	<b>0</b>	<b>0</b>
<b>Total</b>	70	133	<b>0</b>	<b>0</b>

NOTE: Night classes include those that begin at 5:00 p.m. or later. For purposes of this report, Web-based courses and telecourses were considered as night classes.

## “EXHIBIT G” FACULTY LOAD

**Standard:** EXCELLENT TEACHING REQUIRES THAT A FULL-TIME FACULTY MEMBER SHOULD NOT BE EXPECTED TO HAVE TEACHING, COMMITTEE, ADVISING, OR OTHER ASSIGNMENTS WHICH EXCEED A NORMAL WORK WEEK AS DEFINED BY THE INSTITUTION PER ACADEMIC YEAR. THUS, EVIDENCE OF A FACULTY LOAD MANAGEMENT SYSTEM WHICH EMPHASIZES TEACHING EXCELLENCE AND SERVICE TO STUDENTS MUST BE PRESENT FOR FULL-TIME AND PART-TIME ADJUNCT PERSONNEL. SUCH A SYSTEM MAY NECESSITATE LIMITING TEACHING (CREDIT/SEMESTER/QUARTER) HOURS, STUDENT LOAD, NUMBER OF PREPARATIONS, AND OTHER RELATED FACTORS.

IN ADDITION TO CONSIDERATION OF NORMAL TEACHING RESPONSIBILITIES, CONSIDERATION SHOULD BE GIVEN TO FACULTY MEMBERS WHO:

- a. have significant administrative duties
- b. are responsible for research activities;
- c. have program coordinating duties;
- d. have curriculum development responsibilities; or
- e. have distance learning developmental, instructional, or coordinating activities.

THESE INDIVIDUALS SHOULD HAVE AN APPROPRIATE REDUCTION IN CLASSROOM TEACHING RESPONSIBILITIES. IF THE LOAD FOR FACULTY WHO UTILIZE ANY ALTERNATIVE METHODS OF INSTRUCTIONAL DELIVERY EXCEEDS THE NORMAL LOAD CONSIDERATIONS, THIS MUST BE EXPLAINED IN DETAIL WITH THE RATIONALE FOR SUCH DIFFERENCES.

### **Institutional Response:**

Full-time faculty are required to teach 30 load equivalents (LE's) each academic year. In most cases, one credit is equivalent to one load equivalent unless additional lab time is required in a course. The Chair, Rex Bishop, received a 90% course load reduction for his administrative duties. Mike Green, the WebCT liaison, received a 20% course load reduction for support of online Business Department courses.

## “EXHIBIT H” FACULTY EVALUATION

**Standard:** EACH INSTITUTION MUST HAVE A FORMAL SYSTEM OF FACULTY EVALUATION, CENTERED PRIMARILY ON THE TEACHING FUNCTION, TO BE USED IN MAKING PERSONNEL DECISIONS SUCH AS CONTINUATION OF CONTRACT, AND AWARD OF TENURE AND/OR OF PROMOTION. ANY SPECIAL CRITERIA FOR THE EVALUATION OF FACULTY WHO UTILIZE ALTERNATIVE METHODS OF INSTRUCTIONAL DELIVERY MUST BE INCLUDED AND DESCRIBED IN DETAIL.

### **Institutional Response:**

The components of the performance and promotion criteria for permanent (full-time) faculty are explained in the *CSM Faculty Handbook*. Excellence in teaching and continued professional growth by faculty is validated through annual evaluation. The faculty evaluation process at the College of Southern Maryland is a multi-tiered process. The methods for permanent faculty include evaluations by students, a peer review of teaching materials, fulfillment of activities in a development plan submitted by the faculty member, and a formal evaluation by the department chair.

CSM students evaluate faculty members each semester through a summative Instructor Evaluation Questionnaire (IEQ). On a scale of A-E, faculty are rated from “Exceptional” (A) to “Needs Much Improvement” (E). (**Appendix H-1:** Instructor Evaluation Questionnaire)

Syllabi and course materials prepared by permanent faculty are reviewed each year by peers on the Faculty Evaluation Committee. During this process, course objectives and one major test are reviewed by a faculty subcommittee. The results are returned to the department chair for comment and review. (**Appendix H-2:** Syllabus Questionnaire & Faculty Evaluation Methods Questionnaire)

Permanent faculty members are also required to prepare Faculty Development Plans annually that include proposed activities in professional development and service. Faculty members are required to complete a specific number of activities in both areas according to their professional rank. The plans include elements such as membership in professional organizations, attendance at professional meetings, and training or formal coursework that can enhance delivery of instructional material. Some faculty members also include activities such as a return to industry or working in a medium appropriate to their field. (**Appendix H-3:** Sample Faculty Development Plan)

In addition, permanent faculty are evaluated formally on an annual basis by the department chair. Please see **Appendix H-4**, *CSM Faculty Handbook*, Evaluation Flow Chart. The evaluation provides a written summary of classroom performance as well as a classroom performance rating on a scale from “Excellent” to “Needs Much Improvement”.

All adjunct (part-time) faculty are evaluated through the summative Instructor Evaluation Questionnaire (IEQ) which is administered to students near the end of the semester. New adjunct faculty are evaluated early in the semester by the department chair through the use of a formative IEQ. The questionnaire provides student feedback that allows the adjunct instructor and department chair to work together to ensure the quality of instruction.

The guidelines for placement in rank and promotion for permanent faculty are outlined in the *CSM Faculty Handbook*. Faculty members are initially placed in rank based on education, professional (non-classroom) experience and teaching experience. Promotion is based on years in rank, attainment of required units in scholarship and professional development, and classroom performance ratings. (**Appendix H-5: *CSM Faculty Handbook*, Placement and Promotion section**)

All permanent faculty members are on a tenure track. Guidelines for tenure are outlined in the *CSM Faculty Handbook*. (**Appendix H-6: *CSM Faculty Handbook*, Tenure section**)

Adjunct faculty do not have rank or a promotion process. Salary, however, is adjusted according to the number of semesters a faculty member has taught at CSM and whether or not the position is considered hard-to-hire. Adjunct faculty are not eligible for tenure.

Faculty development plans and summative IEQ's are reviewed by the academic dean and the department chair. For promotion, faculty members must provide a portfolio documenting the fulfillment of their professional service and professional development for the past three years. These materials are reviewed by the department chair, the academic dean, and the President and are made available to the Board of Trustees for review.

## “EXHIBIT I”

# FACULTY AND INSTRUCTIONAL DEVELOPMENT

**Standard:** EACH INSTITUTION (SCHOOL OR PROGRAM) MUST PROVIDE EVIDENCE OF ACTIVE PARTICIPATION IN A PLANNED SYSTEM OF FACULTY AND INSTRUCTIONAL DEVELOPMENT CONSISTENT WITH THE MISSION OF THE INSTITUTION. EVIDENCE OF DEVELOPMENTAL OPPORTUNITIES FOR FACULTY TO ACQUIRE SKILLS IN THE USE OF ALTERNATIVE METHODS OF INSTRUCTIONAL DELIVERY SHOULD BE THOROUGHLY DESCRIBED.

### **Institutional Response:**

Faculty and instructional development are provided throughout the college and are supported by the Department of Business, Economics, and Legal Studies. The department supports the advancement and development of faculty through a number of training opportunities sponsored by the Innovative Teaching Center (ITC) at CSM. The ITC provides one-on-one training and small group workshops to permanent and adjunct faculty to promote best practices and the effective incorporation of technology in traditional and distance learning courses. The ITC website (<http://www.itc.csmd.edu>) provides a calendar of training opportunities and links to course resources and conferences. ( **Appendix Z-1, ITC brochure**)

Faculty and instructional development is also facilitated through the Faculty Development Committee which fosters the continued enhancement of faculty members’ knowledge and teaching skills. The committee develops and coordinates pre-semester meetings, workshops, faculty retreats, summer institutes, satellite conferences, and other training throughout the year. The Faculty Development Committee sponsors mini-grants for developing innovative projects or using innovative technology in the classroom. Recipients present their findings to other faculty during the annual Faculty Retreat in May.

In support of the college mission statement, a Global Initiatives Committee sponsors mini-grants for faculty to become more involved in the global community. As part of the college’s initiative for further development and implementation of Outcomes Assessment, the college also awards mini-grants for faculty involvement in research related to student learning outcomes.

A faculty mentoring program is provided that gives one-on-one support to new full- and part-time faculty. In addition, full-time faculty members provide support in the evenings to part-time faculty during the first two weeks of each semester.

The college provides partial reimbursement of tuition for permanent faculty taking courses related to department or college goals. The college also encourages participation by faculty in national and regional conferences. The college is a member of the statewide Association of Faculties for the Advancement of Community College Teaching (AFACCT) and provides funding for any faculty member who wishes to attend the annual conference.

The college provides training on general issues such as diversity, sexual harassment, the Americans with Disabilities Act (ADA), intellectual property rights, and the Family Educational Rights and Privacy Act (FERPA). FERPA, ADA and sexual harassment have been topics at required pre-semester faculty training sessions.

Adjunct faculty are also included in instructional development activities at the college. While they bring special “real world” expertise to their classes, they may require training to develop their instructional skills. Opportunities for development and support are provided through college-wide training sessions, a part-time certification program, and mentoring.

CSM additionally provides an ongoing program of orientation, training, and support for faculty teaching electronically delivered courses. Both permanent and adjunct faculty attend training prior to developing Web courses using WebCT for course compliance with CSM Web Standards. Upon completion of the training, the faculty member receives a course shell, which is reviewed and approved by the Faculty Development Coordinator. Training has also been developed for faculty who wish to create Web-enhanced, Web-hybrid, and Web-based courses. The training includes an in-depth overview of WebCT tools and features and focuses on the development of pedagogical techniques necessary for success in an online environment.

Annual individual development plans for all full-time faculty are available on site. Instructional development and professional service are documented on those plans.

“EXHIBIT J”

FACULTY OPERATIONAL POLICIES,  
PROCEDURES AND PRACTICES

**Standard:** EACH INSTITUTION (SCHOOL OR PROGRAM) SHOULD DEVELOP A WRITTEN SYSTEM OF POLICIES, PROCEDURES, AND PRACTICES FOR THE MANAGEMENT AND PROFESSIONAL GROWTH OF FACULTY MEMBERS INCLUDING:

- a. Faculty development – eligibility opportunities
- b. Tenure/promotion policies
- c. Evaluation procedures criteria
- d. Workload policies, including overload and compensation
- e. Service policies
- f. Professional activities
- g. Scholarly productivity

**Institutional Response:**

The College of Southern Maryland has a written system of policies, procedures, and practices for the management and professional growth of faculty members.

These policies are found in *The College of Southern Maryland (CSM) Faculty Handbook*. This handbook is available to all faculty members on the College intranet site (<http://www.hawk.csmd.edu>), listed under manuals (**Appendix J-1: Index, CSM Faculty Handbook**). This handbook which is monitored and updated by the Faculty Handbook Committee provides information on each of the areas described below.

- a. Faculty development – A faculty member who wishes to remain a vital, contributing teacher in a comprehensive community college is expected to engage in a variety of development activities on a continuing basis. Annually each faculty member submits a faculty development plan which outlines the professional development and professional service activities the faculty member will engage in over the coming year. Plans are approved by the department chair and submitted to the instructional dean. (Faculty development, *CSM Faculty Handbook*) (**Appendix H-3**)
- b. Tenure/promotion policies – The current policy was approved by the President’s Council and the Board of Trustees in July 1991. All faculty hired to fill tenure track positions shall be on probationary appointment for five years. The probationary appointment is divided into two periods. The first probationary period extends for three years and the second period is comprised of two one year contracts. During these periods faculty are evaluated each year with reappointment decisions made by the department chair and the appropriate dean. (Tenure policy, *CSM Faculty Handbook*) (**Appendix H-6**)



- c. Evaluation procedures criteria – The evaluation procedures includes annual instructor evaluation questionnaires (filled out by students), an annual materials evaluation (evaluation committee), optional department chair classroom evaluations, and optional diagnostic surveys. The department chair then prepares a written summary evaluation with a rating of excellent, very good, satisfactory, needs some improvement, or needs much improvement. The summary evaluation is forwarded to the faculty member and then the department chair meets with the faculty member to discuss the evaluation. (Evaluation flow chart, *CSM Faculty Handbook*) (**Appendix H-4**)
- d. Workload policies, including overload – Full time faculty with a ten month contract are required to teach the equivalent of 30 Load Equivalents (LE's) during the contract period which runs generally from mid August until mid May. In most cases the teaching load will be equally distributed between the fall and the spring semesters. (Full time faculty load, *CSM Faculty Handbook*) (**Appendix J-2**)
- e. Service Policies – The college values the full participation of permanent faculty in the departmental and committee life of the institution and values as well the professional contributions of the faculty to the community in the tri-county area. Service activities are assigned a value expressed in units. A faculty member who wishes to remain a vital contributing teacher is expected to engage in a variety of service activities on a continuing basis. (Professional Service, *CSM Faculty Handbook*) (**Appendix J-3**)
- f. Professional activities – Professional development activities are measured in units with a minimum number of units required to meet the performance standards for each faculty rank. The number of units earned is dependent on variables such as the level of participation and the amount of time required. (Faculty Development Plan, *CSM Faculty Handbook*) (**Appendix J-3 and Appendix H-3**)
- g. Scholarly Productivity – Scholarship activities are measured in units. The number of units earned is dependent on the type of activity and the amount of time required in the activity. (Faculty Development Plan, *CSM Faculty Handbook*) (**Appendix J-4**)

“EXHIBIT K”

SCHOLARLY AND PROFESSIONAL ACTIVITIES

**Standard:** ALL FACULTY MEMBERS SHOULD BE INVOLVED IN ACTIVITIES THAT ENHANCE THE DEPTH, SCOPE, AND CURRENTNESS OF THEIR KNOWLEDGE AND THAT OF THEIR DISCIPLINE AS WELL AS THE EFFECTIVENESS OF THEIR CLASSROOM TEACHING.

**Institutional Response:**

The faculty of the Business Department are encouraged to participate in and have access to many scholarly and professional activities. The faculty members keep abreast of changes in their fields through participation in professional organizations and college committees, through completion of graduate work and/or attendance at professional seminars, by reading professional journals, and by maintaining communication with the local community. **(Appendix H-3)**

Membership in Professional Organizations. The Department has a membership in the local Chamber of Commerce. Several of the economics faculty are members of the Chesapeake Economic Educators Association. The College is a member of the Association of Faculty for the Advancement of Community College Teaching, and all faculty are encouraged to attend seminars sponsored by this organization. **(Appendix J-4)**

Professional Development. Faculty members are encouraged to complete graduate and post-graduate courses as well as to attend professional seminars. The College maintains an Innovative Teaching Center (ITC) to provide guidance, consultation, training and support to faculty. The ITC provides professional development opportunities for full-time and part-time faculty. The Center has four full-time employees including a director, distance learning coordinator, instructional technology coordinator and administrative assistant. **(Appendix H-3)**

Community Involvement. Faculty members recognize the importance of maintaining communication with members of the community and with educators at public and private schools. Community members, educators, and former students serve on advisory councils. Faculty are encouraged to invite outside speakers to their classes for student and faculty enrichment. **(Appendix J-3)**

Annual individual development plans for all full-time faculty are available on site. Professional activities, both scholarly and service, are documented on these plans.

“EXHIBIT L”  
PROFESSIONAL COMPONENT

**Standard:** AT LEAST 25 PERCENT OF THE BUSINESS CURRICULUM MUST CONSIST OF A PROFESSIONAL COMPONENT INCLUDING FOUR OF THE FOLLOWING AREAS OF STUDY:

- a. accounting
- b. computer information applications
- c. quantitative methods of analysis
- d. principles of economics
- e. business in society - the international environment, legal/political environment, and ethical business behavior
- f. marketing
- g. entrepreneurship/free enterprise
- h. finance
- i. management

**Institutional Response:**

A "Curriculum Summary" for each degree program, citing areas of study contained in the professional component, is in the attached **Table IV, in Appendix LMN-1**. All degree programs meet the standard of at least 25 percent.

To determine that these were appropriate Professional Component courses the department relied on input from various sources. An Advisory Council was formed for Business Programs as listed in the Catalog 2004-2006 on page 228. Employer feedback was obtained through various surveys and via contact with Cooperative Education Students' employers. Transferability of this component was considered using ARTSYS software as described in **Exhibit AA**. Finally, the department considered input from faculty members having extensive industry experience.

## “EXHIBIT M”

# GENERAL EDUCATION REQUIREMENT

**Standard:** EXCELLENCE IN BUSINESS EDUCATION REQUIRES A FOUNDATION IN GENERAL EDUCATION. FOR ACCREDITATION, THEREFORE, GENERAL EDUCATION MUST INCLUDE NO FEWER THAN 25 PERCENT OF THE CREDITS REQUIRED FOR THE ASSOCIATE DEGREE AND MUST CONSIST OF COURSES WHICH CONTRIBUTE TO THE FOLLOWING EDUCATIONAL GOALS:

- a. written, interpretive, and oral facility with the English language
- b. a historical perspective
- c. an understanding of the role of the humanities in human experience
- d. a personal ethical foundation
- e. an understanding of social institutions and the obligations of citizenship
- f. knowledge of science and its applications
- g. an understanding of contemporary technology
- h. an understanding of the principles as well as the investigative strategies of the social sciences
- i. an appreciation of the fine and performing arts
- j. a global perspective

### **Institutional Response:**

A "Curriculum Summary" for each degree program, citing educational goal areas covered in general education, is in the attached **Table IV in Appendix LMN-1**. All degree programs meet the standard of at least 25 percent.

To determine that these were appropriate General Education courses the department relied on input from various sources. The Maryland Higher Education Commission mandates the General Education distribution requirements for all Associate Degree programs. These requirements are listed in the Catalog 2004-2006 on pages 48-50 and the policy is published in the Catalog on pages 235-239. The college formed a faculty committee to assess General Education at the institution. This committee developed a "Faculty Statement on General Education" which appears in the Catalog 2004-2006 on pages 51-52. The department participates in the annual general education assessment process conducted by the committee, and all business degree programs have met the college goals for general education. Finally, when planning the general education requirements for each program, the department considered course transferability using the ARTSYS software described in **Exhibit AA**.

“EXHIBIT N”

**BUSINESS MAJOR REQUIREMENTS**

**Standard:** PROGRAMS THAT LEAD TO AN ASSOCIATE DEGREE IN BUSINESS SHOULD BE ABLE TO DEMONSTRATE THAT THEY INCLUDE APPROPRIATE COURSES TO PREPARE STUDENTS FOR TRANSFER OR EMPLOYMENT. AT LEAST 25 PERCENT OF THE COURSES FOR THE ASSOCIATE DEGREE BEYOND THE PROFESSIONAL COMPONENT MUST BE DEVOTED TO COURSES APPROPRIATE TO THE STUDENT'S BUSINESS MAJOR.

**Institutional Response:**

A "Curriculum Summary" for each degree program, citing courses contained in the business major is in the attached **Table IV in Appendix LMN-1**. All three degree programs meet the standard of at least 25 percent.

To determine that these were appropriate Business Major courses the department relied on input from various sources. An Advisory Council was formed for Business Programs as listed in the Catalog 2004-2006 on page 228. Employer feedback was obtained through various surveys and via contact with Cooperative Education Students' employers. Transferability of this component was considered using ARTSYS software as described in **Exhibit AA**. Finally, the department considered input from faculty members having extensive industry experience.

“EXHIBIT O”

MINIMUM GRADE REQUIREMENT

**Standard:** A MINIMUM GRADE AVERAGE OF "C" MUST BE ACHIEVED FOR GRADUATION BY BUSINESS STUDENTS IN THEIR ASSOCIATE DEGREE PROGRAM IN BUSINESS.

**Institutional Response:**

As stated on page 31 in the 2002-2004 College Catalog, “to qualify for graduation with an associate’s degree, all students must pass all courses required in their curriculum and must have a grade point average (GPA) of 2.00 for all work at the college”.

“EXHIBIT P”  
PROGRAM ACCESS, FLEXIBILITY,  
AND ASSESSMENT

**Standard:** EACH INSTITUTION MUST HAVE A VALIDATED MEANS OF ASSESSING STUDENT ABILITY FOR REMEDIAL DEVELOPMENTAL OR ADVANCED STANDING THROUGH COURSES OR SYSTEMS THAT ASSIST STUDENTS TO IMPROVE DEMONSTRABLE DEFICIENCIES, A VALIDATED MEANS OF DEMONSTRATING THE REMEDIATION OF ASSESSED DEFICIENCIES, AND PROVISION FOR ADVANCED PLACEMENT WHEN APPLICABLE.

**Institutional Response:**

The college has systematic procedures for identifying students who are not fully prepared for college-level work. All first-time, full-time students must take the ASSET skills survey before registering for classes. Part-time students are required to take the appropriate skills survey before registering for courses with basic skills or other prerequisites. ASSET is a nationally normed test developed specifically for community colleges to assess student competencies in reading, English and mathematics.

Standardized testing procedures ensure quality control and equity across campuses. Oversight is the responsibility of the Learning Assistance Center (LAC) Director. To determine placement into college level courses, the college adopted the use of state-wide approved cut scores. Students who meet state-wide approved cut scores on the ACT or SAT are placed according to set guidelines. (See **Appendix P-1**, Skills Survey Assessment Policy and state-wide matrix of placement cut-off scores). The LAC was renamed the Student Success Center in Fall 2004.

Students who do not meet skills survey prerequisites are blocked from registering by the college’s integrated student data system. Placement policies and procedures are clearly communicated to students through the catalog, schedule of classes, college Web site, WebAdvisor, Student Orientation and Registration (SOAR), and the Steps to Enrollment brochure. Policies and procedures are in place to ensure that students stay on track toward their educational goals and that students do not delay taking required developmental courses. (See **Appendix P-2**, 12/36 rule)

The college offers developmental courses in reading, English and math that are designed to improve students’ chances for success in college-level courses. Students whose scores on the Skills Survey (ASSET) show weaknesses in basic skills are required to complete the developmental courses that address those skills. Recently collected data on the success of students in developmental courses compare favorably with those students not required to take developmental courses. (See **Appendix P-3 and RDG Fact Sheet 2002**) (**Appendix P-4, MTH Study 1 & 2 Fact Sheet and Brief History of Developmental Math**)

Students may receive college credit for subject matter skills they have mastered outside of traditional educational settings in several ways. Credit through departmental examination allows students to earn up to 30 credits toward a degree through prior learning. Credit may be earned through tech-prep articulations with high schools, AP, CLEP and DANTE examinations as well as credit for service schools and other non-collegiate –sponsored instruction and experiential learning. Students are informed about the procedures for requesting credit-for-prior learning and their responsibilities in the process during SOAR (Student Orientation and Registration) sessions and through regular visits to the high schools in each county. Portfolio assessment/certification credits may be awarded to students who document evidence that course objectives, as outlined in the course syllabus, have been mastered. Policies and procedures for credit for prior learning are published in the catalog and in the *CSM Faculty Handbook*. Procedures for advanced standing for advisors and for the BUS department are displayed as **Appendix P-5**. Students are provided this information when they initiate the request for portfolio evaluation or certification verification with an advisor. **(See Appendix P-5, Credit for Prior Learning Procedures)**



## “EXHIBIT Q” PROGRAM EVALUATION

**Standard:** A SYSTEMATIC PROGRAM EVALUATION (INCLUDING EVALUATION OF COURSES FROM THE SUPPORTING DISCIPLINES) IS REQUIRED TO MAINTAIN ACADEMIC EXCELLENCE AND MEET CHANGING NEEDS.

### **Institutional Response:**

The Business Department conducts a systematic, periodic review of all Business degree programs, involving several elements:

Full-time Faculty members meet annually in discipline groups or "clusters" to conduct Program Monitoring. The Outcomes Assessment and Research Department supports this effort by providing a Program Monitoring Template on the college's intranet "I" drive (see **Appendix Q-1**). They also provide a variety of data on their department homepage including: Fact Books showing five-year trends; Student Characteristics; Graduation Fact Sheets; Retention Tables; Graduate Follow-up Survey results; General Education Course Survey and Graduate Survey results; Program Graduates and Annual Enrollment; and various Student Survey results. Faculty members also review data provided by the Program Outcomes Assessment Committee and the General Education Assessment Committee. The faculty clusters complete the template, citing trends, concerns and recommendations, and post their findings on the "I" drive for review by the Department Chair and the Dean of Career and Technical Education.

Beginning in 2004, the College begin requiring each Business program to complete a formal process known as Program Evaluation. The Dean of Career and Technical Education draws up a list of pertinent research questions for the Department Chair, who then assigns key faculty members from the appropriate discipline to respond to the Dean's research request (see **Appendix Q-2**). These faculty experts review all existing program data and conduct primary research such as Graduate and Employer surveys. Responses to the research questions are provided to the Chair to be forwarded to the Dean. A copy of the Spring 2005 Accounting Evaluation will be available to the site team.

The College of Southern Maryland has formed a Business Programs Advisory Council whose members are listed on page 217 of the 2002-2004 Catalog. The Department Chair convenes Semi-Annual Advisory Council meetings. Council members are provided with Program Outcomes Assessment results each fall semester and Program Monitoring and Program Evaluation results each spring semester. These business stakeholders are asked to review the reports and make recommendations for improvement to the department's business degree programs and courses.

The Business Department has ample opportunity to evaluate courses from supportive disciplines. All new general education courses must be approved by the Academic Council where all department chairs review the course master before voting approval. Faculty members from the department review all college programs and courses as part of their duties while serving on

Institutional, Program, and Course Outcomes Assessment Committees. Members of the department also serve on the General Education Outcomes Assessment Committee where they review course General Education Accountability Forms and General Education Course and Graduate survey results. Department faculty members also serve on the Faculty Evaluation Committee, which reviews syllabi and course materials annually for all full-time college faculty members.

All full-time department faculty members are involved in program and curricular review. Each is assigned to a discipline "cluster" which meets each semester for many purposes. These groups develop program competencies, attend advisory council meetings, conduct annual program monitoring, and perform research for five-year program evaluation reports. The Business Department is also well represented on assessment and evaluation committees at course, program, and institutional levels. Several business professors serve as chairs or members of such committees.

## “EXHIBIT R”

# OUTCOMES ASSESSMENT

**Standard:** AN INSTITUTION MUST HAVE AN OUTCOMES ASSESSMENT PROGRAM, CORRELATED WITH INITIAL ASSESSMENT, PROVING THAT STUDENTS HAVE ACHIEVED THE PROGRAM'S STATED LEARNING GOALS, BOTH IN GENERAL EDUCATION AND IN PROGRAM AREAS.

EVIDENCE MUST BE PROVIDED TO DEMONSTRATE DIFFERENCES, IF ANY, IN THE ACHIEVEMENT OF STUDENTS RECEIVING INSTRUCTION THROUGH THE TRADITIONAL DELIVERY AND THOSE WHO RECEIVE INSTRUCTION THROUGH THE USE OF ALTERNATIVE METHODS OF INSTRUCTIONAL DELIVERY.

### **Institutional Response:**

The college has developed a three-tier process for assessing student learning outcomes at the institutional, program, and course levels. The Business Department is actively involved at all three levels.

Institutional outcomes are measured under the direction of the Institutional Outcomes Assessment Committee. This committee assesses college outcomes in seven major areas, but the one area that deals directly with student learning is General Education. A faculty General Education Assessment Committee, with assistance from the Outcomes Assessment and Research Department, measures student learning outcomes several ways. At the course level, ten courses are selected each semester and students in them are surveyed to determine if they have been expected to learn the general education skills and knowledge that faculty claim to be teaching with emphasis in the courses (Business Department course survey results are presented in **Appendix R-1**). At the program level, graduates are surveyed each spring to determine if they have been exposed to all of the General Education values, skills, and knowledge listed in the college catalog (see pages 46-50). The results of these surveys are reported for each degree program.

More direct measures of student learning in general education were sought recently, and the Outcomes Assessment Steering Committee decided to have students complete the Academic Profile Test offered by the Educational Testing Service. Each year a sample group of incoming freshmen, and a similar sample group of outgoing graduates, are tested. The results are broken down by program, and can be compared with the national norm for community college students (See **Appendix R-2** for Business Department scores).

Program outcomes are measured under the direction of the Program Outcomes Assessment Committee. Each year, all academic departments must choose one of their degree programs to begin a three-year outcomes assessment process. The department prepares an outcomes assessment plan on a form provided by the committee. The plan is reviewed by the committee members, who make recommendations for improvements and return it to the department chair for implementation. Data is gathered during the spring semester to assess the learning outcomes for the program's spring

graduates. This data is analyzed during the fall semester, and a report is forwarded through the Program Outcomes Assessment Committee to the academic dean responsible for the reporting department. As of the spring semester 2004 the Business department is in the third year of assessing the Accounting degree program and in the second year of assessing the Management Development degree program. The latest reports for those two programs are found in **Appendix R-3**.

Course outcomes are assessed under the direction of the Course Outcomes Assessment Team. The department faculty members prepare a course outcomes assessment plan on a form provided by the team. The plan is reviewed by team members who make recommendations for improvements and return the plan to the department for implementation. The selected courses undergo assessment for several semesters until the department decides that no further assessment is necessary. Results of assessment are forwarded annually through the team to the academic dean responsible for the reporting department.

Several opportunities exist to correlate outcomes assessment with initial assessment. Student placement scores placing them in developmental courses can be compared with their ultimate grades in credit courses to demonstrate learning gained through the developmental/credit course sequence. General Education Course Survey results from a given program can be compared with General Education Graduate Survey results from that same program to demonstrate learning gained through the entire program sequence. Program exercises were developed in response to program outcomes assessment. Student scores on these exercises, offered early in the degree course sequence, can be compared to scores on degree capstone exercises to demonstrate learning gained through the degree course sequence. Finally, incoming student scores on the Academic Profile Test can be compared to outgoing student scores to demonstrate learning gained through the general education program required in all degrees.

The college and the Business Department have several plans in place to improve the outcomes assessment program. The college has only just begun using the Academic Profile Test to measure general education. Efforts were made in the fall semester of 2004 to encourage faculty to help recruit students from many disciplines to take the test. The goal of this effort is to obtain larger samples for degree program outcomes assessment. As the sample size grows the college will be able to do more to correlate initial testing with exit testing. The Business Department already has two of its degree programs undergoing program outcomes assessment, Accounting and Management Development, and we will be adding Business Administration to this process in Academic Year 2006. In course outcomes assessment, the department will select more courses to undergo formal assessment. Finally, the department will do more to correlate outcomes assessment with initial assessment as Academic Profile scores become available for department degree programs and new evaluation exercises in Accounting offer more initial scores to compare with exit scores.

Statistics will be available to the site visit team comparing lecture courses and courses using alternative methods of instructional delivery. All Business department web-based courses, except one, are taught by full-time faculty. The College has developed and implemented web standards for online courses. All Business Department web-based courses require at least one proctored test.

## “EXHIBIT S”

### STUDENT INFORMATION

**Standard:** EACH INSTITUTION MUST HAVE A SYSTEMATIC REPORTING MECHANISM FOR EACH BUSINESS PROGRAM THAT CHARTS ENROLLMENT PATTERNS, STUDENT RETENTION, STUDENT ACADEMIC SUCCESS, AND OTHER CHARACTERISTICS REFLECTING STUDENTS' PERFORMANCE AND DEGREE OF SATISFACTION.

#### **Institutional Response:**

Whenever a student or other stakeholder requires information about student success in the Business Department programs, they are referred to the Department Chair who serves as the information source for the department. Within the department there is ready access to all of the data necessary to support stakeholder decisions. The Outcomes Assessment and Research Department maintains a homepage on the college intranet that includes: Fact Books showing five-year trends; Student Characteristics; Graduation Fact Sheets; Retention Tables; Graduate Follow-up Survey results; General Education Course Survey and Graduate Survey results; Program Graduates and Annual Enrollment; and various Student Survey results. These results will be available for the site team.

In addition to the information found on the Outcomes Assessment and Research homepage, the Department receives several reports tracking student success in Business programs on a regular basis. Reports include the annual Program Monitoring report prepared by department faculty members who meet in discipline "clusters" to fill in templates provided by the Outcomes Assessment and Research Department (See **Appendix Q-1**). Each program is also required to perform a program evaluation as directed by the Dean of Career and Technical Studies every five years, or more often if problems arise (See **Appendix Q-2**). The faculty members involved in program monitoring, program outcomes assessment, program evaluation, and course outcomes assessment are required to recommend and implement changes to improve their programs and courses.

\*\* The current Fact book, Student Characteristics, and Program Monitoring reports are available for the site team.

“EXHIBIT T”  
FINANCE

**Standard:** ADEQUATE FINANCIAL RESOURCES SHOULD BE BUDGETED FOR AND ALLOCATED TO THE BUSINESS SCHOOL OR PROGRAM TO SUPPORT A HIGH QUALITY TEACHING FACULTY AND CREATE AN ENVIRONMENT CONSISTENT WITH ITS MISSION AND OBJECTIVES.

**Institutional Response:**

Budgeted costs for the year of 2003-2004 are displayed as **Appendix T-1**. A listing of the benefits for faculty is displayed as **Appendix T-2**. A listing of revenue sources and expenditures are displayed, respectively, as **T-3 and T-4**.

Teaching load is calculated using 30 load equivalencies per 1 FTE faculty. Laboratory teaching is calculated at 1 load equivalencies per 1 contact hour. Most of the courses in the Business Department are 3 lecture hour courses equaling 3 load equivalencies.

Full-time faculty salaries are based on a step system. To earn the annual step increase, faculty must receive an overall teaching performance rating of “Satisfactory” or better and must complete activities as outlined on an individual professional development/professional service plan. Promotions are based on completion of at least 3 years in grade annual classroom performance evaluations, plus professional development/professional service activities.

## “EXHIBIT U” FACILITIES

**Standard:** THE PHYSICAL FACILITIES MUST BE ADEQUATE TO SUPPORT THE BUSINESS PROGRAM.

### **Institutional Response:**

Lecture rooms are used for most business, accounting and economics courses. In general, these rooms seat 25- 35 students. A table, podium or lectern, and a chair are provided for the instructor. The room is equipped with a white board or chalk board and the technology the instructor requests, if available. Most rooms are equipped with a “T-Pet” (a free standing case with a large television, a computer, a computer monitor, a DVD/VCR, a keyboard, and a mouse) or “Smart Podium” (a podium with a computer monitor, computer, a keyboard, a mouse, sound system, a DVD/VCR, a LCD projector in the ceiling, and a large screen). (**Appendix U-1, room characteristics**)

A computer lab room is used for ACC 2015 (Automated Accounting) and BAD 1330 (Microcomputer Applications for Business). The computer lab rooms are equipped with a computer, a monitor, a keyboard, a mouse, a working area, and a chair for each student. Most computer lab rooms accommodate 20 to 24 students. The student area is arranged so that the instructor can reach students and the students can move around. The lab rooms are equipped with a “smart podium” that includes a computer, a monitor, a keyboard, a mouse, sound system controls, a DVD/VCR, a working area, and a chair for the instructor. An additional table and chair are also provided for the instructor. The rooms are equipped with an LCD projector, a large screen, a printer, and a white board or chalk board. (**Appendix U-1**)

### Office Space for Department Chair, Faculty and Staff

- The Department Chair occupies a private office in the Business Building at the La Plata Campus. The office includes a conference table for private meetings. It is located within the administrative office area for the Department, and is close to the Department’s faculty offices.
- The Department’s administrative assistant/office manager occupies a private office in the Business Building at the La Plata Campus. It is located within the administrative office area for the Department.
- All full-time faculty, on all campuses, have either a private office or share an office with one other faculty member.
- The part-time, student assistants utilize two work-areas adjoining rooms in the Business Building at the La Plata Campus. It is located within the administrative office area for the Department.
- The Department’s Continuing Education Manager and Office Assistant occupy a large office in the Career Education Building at the La Plata Campus.

- Jayne Mignogno is the designated advisor for the department. Ms. Mignogno occupies a private office in the Administrative Building at the La Plata Campus. Other advisors at each campus either have private offices or access to a meeting room.
- The Enrollment Management Team, comprising admissions, orientation, financial assistance, and the registrar either have private offices or access to a meeting room.

**STUDENT LABS:**

The library areas are used for open labs on all campuses.

La Plata Campus (46 Computers available for student use)

- The Learning Resource building contains a library that has study carousels, study tables, computer areas, and one small computer lab room. The La Plata Campus library is open as follows:

La Plata Campus library		
Hours open for Fall and Spring semesters	Hours open for Summer semester	Hours open between semesters
Monday - Thursday 8 a.m. - 10 p.m. Friday 8 a.m. - 4 p.m. Saturday 9 a.m. - 4 p.m. Sunday 12-4 p.m.	Monday - Thursday 8 a.m. - 10 p.m. Friday 8 a.m. - 4 p.m. Saturday 9 a.m. - 4 p.m. Sunday 12-4 p.m.	Monday - Thursday 8 a.m. - 7 p.m. Friday 8 a.m. - 4 p.m. Saturday 9 a.m. - 4 p.m. Sunday closed

Prince Frederick Campus: (69 Computers available for student use)

- The Prince Frederick Campus library is open as follows:

Prince Frederick Campus library		
Hours open for Fall and Spring semesters	Hours open for Summer semester	Hours open between semesters
Monday - Thursday 9 a.m. - 9 p.m. Friday - 9 a.m. - 4 p.m. Saturday - 9 a.m. - 2 p.m. Closed Sunday	Monday - Thursday 9 a.m. - 7 p.m. Friday - 9 a.m. - 4 p.m. Closed Saturday and Sunday	Monday - Thursday 9 a.m. - 7 p.m. Closed Friday, Saturday, Sunday

Leonardtown Campus: (22 Computers available for student use)

- The Leonardtown Campus library is open as follows:

Leonardtown Campus library		
Hours open for Fall and Spring semesters	Hours open for Summer semester	Hours open between semesters
Monday - Thursday 9 a.m. - 9 p.m. Friday 11 a.m. - 4:30 p.m. Saturday 9 a.m. - 4 p.m. Closed Sunday	Monday - Thursday 9 a.m. - 9 p.m. Friday 11 a.m. - 4:30 p.m. Saturday 9 a.m. - 4 p.m. Closed Sunday	Monday - Thursday 11 a.m. - 7 p.m. Friday 11 a.m. - 4:30 p.m. Closed Saturday and Sunday



### Additional Meeting Areas

- CSM provides four meeting rooms at the La Plata Campus that can be electronically scheduled by employees for private meetings. Rooms are also available on the PRIN and LEON campuses.
- The Learning Resource Building at the La Plata Campus contains several rooms for private meetings that do not require scheduling.

“EXHIBIT V”

LEARNING RESOURCE CENTER

**Standard:** A COMPREHENSIVE AND CURRENT LEARNING RESOURCE CENTER SHOULD BE AVAILABLE TO STUDENTS AND FACULTY. AUDIO-VISUAL EQUIPMENT SHOULD BOTH ENHANCE THE LEARNING ENVIRONMENT AND MEET STUDENT NEEDS. THE MANNER IN WHICH STUDENTS RECEIVING INSTRUCTION AT DISTANT SITES ENJOY ACCESS TO LEARNING RESOURCE MATERIALS AND SERVICES MUST BE DOCUMENTED.

**Institutional Response:**

The CSM Library has locations at each of its campuses except the Waldorf Center (pages 34-35 of the 2002-2004 College Catalog). The mission of the Library is to provide access to a variety of resources to meet individual learning and instructional needs. In October 1998 a complete renovation of the library was finished. The number of customer use computers grew from six before the renovation to over 50. Along with this increase in available computers came an increase in electronic resources. Starting with the ProQuest periodical database, the number of databases has grown to include three major vendors as well as some smaller specialized databases. Much of this increase has been accomplished through the college's membership in the Maryland Digital Library. All of these are WEB based and can be accessed from any college computer. During the last two years remote access to several of the databases has been made available to anyone with a current college ID number. Traditional book and audio visual collections continue to evolve with input from faculty and library staff. Reference and interlibrary loan services have recently been expanded to the Internet. The library is a focal point of the La Plata campus with a 52% increase in visits during the last three years with a total of 106,776 during the last fiscal year.

CSM has extensive resources, in many formats and media, to support its educational programs. The library collection at the La Plata campus comprises 43,000 volumes, 50 computers with specialized software, 15 online databases providing full text articles from thousands of journals and six major newspapers. In addition, the media collection includes almost 14000 items in a wide variety of formats. The La Plata holdings are accessible at all three campuses and the Waldorf Center. Desired books and audiovisual materials can be identified using the networked online public access catalog, and delivery to campuses is by the college mail delivery service.

Faculty participate in the selection and acquisition of books, periodicals, audiovisual resources and computer software for all campuses. Annotated bibliographies, selections from *Choice Reviews for College Libraries* (a monthly journal), and selected publishers' reviews are circulated regularly to faculty. Faculty members submit requests for titles of interest to the library director. Students can make suggestions for library acquisitions through course evaluation forms, primary advisors, and student representatives who attend faculty meetings. The process is to make predictions based on past requests when developing the budget.

New academic programs and initiatives go through the college's annual budget process. Proposals for new programs are accompanied with detailed description of library resources needed to support the program. Once approved, the funds to purchase these library resources are included in the fiscal year budget.

CSM is developing a systematic approach to information literacy. The professional and paraprofessional library staff support the teaching of information literacy in several ways. Faculty members are encouraged to schedule library research instruction sessions with the reference librarians on the La Plata campus and with the library assistants at Prince Fredrick and Leonardtown. The library staffs at each campus are available for point-of-use instruction, working with students, faculty, and staff on a one-on-one basis.

The library recently introduced the TILT (Texas Information Literacy Tutorial) to the English department and the College Success Skills classes. Students are required to complete the TILT exercise in both ENG 1010 (English Composition) and STU 1010 (College Success Skills) classes. Professional library staff developed a test and grading matrix for the STU 1010 classes. With a small professional staff, the library sees its role as a support resource to faculty. One of the library goals for fiscal year 2004 is to have reference staff contact selected faculty to work one-on-one with them to develop methods for incorporating information literacy skills within their courses. In preparation for this project the reference librarians have studied the guidelines on information literacy as presented in the Middle States document *Developing Research and Communication Skills*.

The LAPL library is open between 71 and 75 hours per week. Please see **Exhibit U**, page 48, for specific library hours for each campus. Distance learning students can access online databases and tutorial programs, e-mail a reference librarian, phone-in requests and put books on reserve from home. In fall 2004, CSM will implemented an online inter-library loan system. Reference librarians are on duty during most of the library open hours. The director and reference librarians are required to have a Master's degree in library science (MLS) from an ALA accredited school. The director must have five years of experience of a progressively more responsible nature in academic library administration. The current library director and reference librarian meet these qualifications.

In summary, the library is accessible to students attending class on campus or taking distance learning courses. In addition, there is a wide variety of formats available to assist students with different learning styles in retrieving and using information.

## “EXHIBIT W” EQUIPMENT

**Standard:** EQUIPMENT ADEQUATE TO THE MISSION OF THE BUSINESS PROGRAM MUST BE PROVIDED, INCLUDING ADEQUATE COMPUTER FACILITIES, AND SOFTWARE TO SUPPORT THE INTEGRATION OF COMPUTER APPLICATIONS INTO THE CURRICULUM.

All campuses have a full range of classroom equipment. Course hardware, software and specialized equipment needs are listed on the course master. Rooms are assigned based on the course requirements. A brief summary of the office and classroom equipment is provided below:

### Non-Computer equipment

- Overhead projectors
- Copy/Fax machines
- Telephones with voice-mail
- Canon copiers

### Computers/Hardware

- The computer lab rooms used for teaching classes (**Appendix U-1**)
- Computers are available for student use in campus libraries (see **Exhibit H**, Facilities)
- Laser printers
- Internet access

### Computer Software

- Microsoft Windows XP Professional
- Microsoft Office 2003 (Word, Excel, PowerPoint, Access)
- Integrated accounting software (Southwestern Publishers)

### Support Services

- Technology Support Department (See **Exhibit X**)
- Innovative Teaching Center (See **Exhibits I and Z**)

### Other Resources

- Storage/Locker Space
- Food Service
- Student Lounges
- Faculty Lounges

## “EXHIBIT X” SUPPORT SERVICES

**Standard:** THERE MUST BE ADEQUATE STAFFING TO SUPPORT ADMINISTRATIVE, CLERICAL, TECHNICAL, AND LABORATORY REQUIREMENTS OF THE DEPARTMENT OR PROGRAM.

### **Institutional Response:**

The college provides many support services for the faculty of the Business Department. The following list illustrates some of those support services.

Business Department Direct Support Service – The Business Department secretary and a student assistant provide a broad range of secretarial support services on a daily basis. The faculty also has use of its own copy machine, a Scantron machine, and computers which are connected to the College network, enabling access to the student record system.

Testing Services – Testing Centers are provided at the La Plata, St. Mary’s, and Calvert campuses. These centers administer tests to the student on a regularly scheduled basis. Teachers provide the tests to the center and the center staff administers the test. If the tests can be electronically scored, the center will also perform this task.

Library Services – Media, book, and periodical research support is provided by the reference librarians. On request, these librarians have visited classrooms and taught research methodology to the students. The library will also procure books for the faculty through the interlibrary loan service.

Institutional Research Services – The Outcomes Assessment and Research Department will, on a time-available basis, assist the department in any statistical or other survey work which the Department Chair or faculty member requests. This work is generally limited to studies involving the student body or college employees.

Printing Support – The Printing Services Department will print, collate and staple course syllabi, tests, handouts, and teaching aids upon request by the faculty member.

Information Support – A voice mail and GroupWise email service is provided for the faculty.

Cultural Support – The Fine Arts Center provides many cultural opportunities for faculty and students.

Instructional Services – Business Department students also receive support in areas such as: peer tutoring, supplemental instruction, teaching assistants, writing labs and reading labs.

## “EXHIBIT Y”

# BUSINESS AND INDUSTRY RELATIONS

**Standard:** EACH ACADEMIC UNIT MUST DEMONSTRATE LINKAGES TO BUSINESS PRACTITIONERS AND ORGANIZATIONS WHICH ARE CURRENT AND SIGNIFICANT, INCLUDING AN ADVISORY BOARD.

### **Institutional Response:**

An active Advisory Council exists for the business and accounting programs in the Department of Business, Economics, and Legal Studies at CSM. The Advisory Council is made up of professionals within the local business community. Input from this professional community is critical to the continuing success of the department’s academic programs. The Advisory Council met on December 3, 2003 and March 9, 2004 during this self-study year (**See Appendix Y-1**). The Advisory Council provides important feedback in the development and maintenance of academic programs based on the needs of businesses and organizations in the Southern Maryland tri-county area. (**Appendix Y-2: Advisory Council Members**)

Individual faculty members maintain involvement with business and industry practitioners through private accounting practices, consulting, and membership in professional organizations. Faculty also serve on the Advisory Board of the Small Business Development Center and are active in community activities which support the tri-county area. These activities are documented on the annual faculty development plans which are available on site. (**See Exhibit K and Appendix H-3**)

The Department of Student Life at CSM provides support and assistance to faculty interested in service-learning. The Service Learning Program is one of the ways faculty demonstrate a commitment to service in the community and their recognition of the link between student learning and service. The Program emphasizes student education and development through active participation in a service activity that meets the needs of the community. Mini-grants are provided for faculty to participate in the Service-Learning Faculty Fellows program.

Faculty in the department are also actively involved in student organizations which are supported by the business community. Phi Theta Kappa (PTK) is an international honor society for two-year college students. The college’s Beta Delta Delta chapter provides opportunities for leadership and sponsors activities related to scholarship and service in the community. For membership in the honor society, students must have a 3.5 cumulative GPA at 15, 30, 45, or 60 credits. The college’s chapter is directed by a full-time faculty member in the Business Department.

## “EXHIBIT Z”

### EDUCATIONAL INNOVATION

**Standard:** ALL BUSINESS SCHOOLS AND PROGRAMS SHOULD PROVIDE AN ENVIRONMENT THAT ENCOURAGES AND RECOGNIZES INNOVATION AND CREATIVITY IN THE EDUCATION OF BUSINESS STUDENTS.

#### **Institutional Response:**

The environment of the College is conducive to both innovation and creativity. The College Innovative Teaching Center (Web site <http://www.itc.csmd.edu>) provides support and the opportunity for professional development to the faculty and staff of the College. (**Appendix Z-1, ITC brochure**) The Center has the following nine goals:

1. Support teaching/learning and professional development for full and part time faculty, continuing education instructors and staff.
2. Introduce faculty to current trends in instruction
3. Offer a comprehensive training program focusing on the art and science of teaching/learning, technology in the classroom, distance learning and personal enrichment.
4. Develop and discover new resources for faculty.
5. Facilitate the application of computer, internet, multimedia, and other technologies in teaching and learning.
6. Support the integration of technology in the classroom and throughout the learning process, wherever learning occurs.
7. Explore new instructional formats and technologies to enhance the delivery of course content in traditional and distance learning courses.
8. Provide training and support for the development and delivery of distance learning courses and programs.
9. Promote new distance learning courses, programs, and faculty/student support services.

The Innovative Teaching Center provides monthly opportunities for enhancement of current skills and development of new skills. A sample of the September/October 2004 offerings included:

- “Distance Student Support: How far do you go”?
- “Excel basics”
- “Engaging and Motivating Students”
- “Facilitating Classroom Discussions”
- “Technology in the Classroom”
- “Planning for Educational Excellence in Distance Education Courses”
- “Using Technology in the Classroom”

For the period of January 1, 2004 through June 30, 2004, the Innovative Teaching Center held 87 workshops. A total of 445 faculty and staff participated in these events.



The College also makes available the opportunity for full and part time faculty to apply for mini-grants that offer the opportunity to apply innovative techniques or new techniques in the teaching/learning process. The grants are awarded in amounts up to \$500 and faculty in the Department actively apply and have been awarded these grants.

The College offers faculty and staff the opportunity to attend pre-semester sessions (“Choose your own adventure sessions”) intended to enhance innovation and creativity. A few of the offerings for the fall of 2004 included:

“What the Best College Teachers Do”

“How could the Baldrige Process Help Instructors Improve Instruction”?

“Teaching in Unusual Formats”

“Beyond the Test: Teaching Students to be Lifelong Learners”

Presentations by the “Global Initiatives Mini-grant Recipients”

“Visioning the Future: Faculty Hopes and Fears”

“How to Use the Fine Arts Gallery as a Teaching Resource”

## “EXHIBIT AA”

### ARTICULATION AND TRANSFER RELATIONSHIPS

**Standard:** FOR THE PURPOSE OF DEFINING ROLES, RELATIONSHIPS AND PROCEDURES WHICH PROMOTE THE INTERESTS OF TRANSFER STUDENTS, THE BUSINESS SCHOOL OR PROGRAM MUST PROVIDE EVIDENCE OF ARTICULATION AND/OR COURSE TRANSFER ARRANGEMENTS RESULTING FROM ONGOING COMMUNICATION BETWEEN FACULTY AND APPROPRIATE ADMINISTRATORS OF TWO AND FOUR YEAR MEMBER INSTITUTIONS IN ITS REGION AS WELL AS OTHER INSTITUTIONS WITH WHICH IT MAINTAINS ARTICULATION AND/OR COURSE TRANSFER RELATIONSHIPS.

#### **Institutional Response:**

A list of the principal institutions from/to which the college transfers students is found in **Appendix AA-1**. The main sources of incoming students are the high school systems in the three-county area. The college enrolls 59% of the college bound students in the region. Faculty members from the Business department meet at regular intervals with faculty members from each public school system to determine which high school courses may articulate with college business courses. Copies of articulation agreements with the local schools will be available on site. All three counties have Tech Prep programs which begin the advisement process when high school sophomores are given the opportunity to choose a 2+2+2 path outlining the sequence of courses to be taken in the last two years of high school that will best link to a two-year college program which then links to a university program. The Tech Prep program is cited on page 34 of the college catalog. Transfer from the public schools is enhanced by early admissions policies allowing many high school students to attend college while still in high school.

The college also accepts transfer students from regional and Maryland state accredited institutions using guidelines cited on pages 24-25 of the college catalog. Transfer is encouraged from the military community because the college is a Servicemembers Opportunity College (**SOC**) as cited on page 17 of the catalog.

As listed in **Appendix AA-1**, the principal institution to which the Business Department sends transfer students is the University of Maryland University College. The UMUC/CSM Alliance, cited on page 41 of the catalog, was formed to allow for a smooth link between the schools. (**See Appendix AA-2**). The alliance provides for dual admission and linked associates and bachelors degrees. The CSM Accounting AAS degree links to the UMUC Accounting BS and Business Administration BS.

The college's Business Administration AS degree links to the UMUC Business Administration BS. The Management Development AAS links to both the UMUC Management Studies BS and the Business Administration BS. The alliance is fully described at <http://www.umuc.edu/ugp/alliances/>.

The Business Department has an articulation agreement with the University of Baltimore which is described in **Appendix AA-3**. As cited in the degree descriptions on pages 53 and 95 of the

college catalog, all of the CSM business related programs articulate with the university BS in Business Administration.

Students from the Business Department also transfer to many of the public and private four-year institutions within Maryland. A computerized database called ARTSYS was created by the University of Maryland System. Community colleges submit syllabi for their courses for review and listing in the database. Articulation is determined on a course-by-course basis. The database also provides students with recommended course sequences which maximize credit transfer. The database can be found at: <http://artweb.usmd.edu>. (**Appendix AA-4**) Please see **Appendix AA-5** for information regarding the transfer regulations for the University of Maryland, College Park (UMCP).

Several mechanisms are in place to avoid requiring students to duplicate coursework. The Maryland Higher Education Commission publishes Student Transfer Policies which are printed in the College Catalog on page 235. A Maryland Transfer Web Page is available to provide current transfer news, updates, and transfer planning advice. The web page is cited on page 40 of the college catalog, and can be found at: <http://mdtransfer.us.md.edu>. The ARTSYS database can also be used to avoid course duplication by identifying equivalent courses.

A student advisement process is in place to counsel students as to the transferability of coursework. Transfer opportunities are listed on page 12 of the 2004-2006 College Catalog. Transfer planning is explained on page 40, where students are urged to see an advisor. Local transfer options are listed after each business related degree description in the college catalog. Again, students are urged to see an advisor. Finally, a safety net of advising is provided by the college policy of requiring advisement appointments of all students seeking to go beyond 12 credits and again at 36 credits.

## “EXHIBIT BB” SUMMARY

The self-study process has provided a valuable look at many aspects of the College of Southern Maryland's Business, Economics and Legal Studies Department. The summary comments will follow the general outline of that review.

Although every department of every college prides itself on its faculty, it is not often that the qualifications, composition and deployment of that faculty are reviewed in depth. The CSM faculty members are extremely well qualified. The vast majority of the full-time business faculty are practitioners; that is, they have had wide experience in the business world before beginning a teaching career. The faculty members come from highly varied backgrounds and represent nearly every business discipline. The deployment among the three campuses and one center and the involvement of three different counties in the funding of the program support the conclusion that the deployment is reasonable.

Through the documentation of the Professional Development/Professional Service Plans and with the assistance of the Innovative Teaching Center, faculty are encouraged to involve themselves in scholarly and professional activities and to become involved with the local business community. The annual requirements for professional development for the attainment and maintenance of rank and tenure assure that the skills of the faculty do not grow outdated.

The breakdown of the degree program requirements among professional, business, and general education are well within the guidelines for accreditation. The College's strong commitment to the general education tenets and the department's commitment to preparing our students for the business world work to assure this situation will continue.

The department regularly keeps our students apprised of the courses being offering and how those courses fit into their career aspirations. It also takes the lead in informing students of other opportunities for them in cooperative education and in other areas that might assist them or add to their success both here at the College and in their careers.

The college believes that the facilities, equipment, learning resources, and other support activities offered to our students and faculty meet the requirements for accreditation. Improvements will be made as technology changes and funding permits.

### Strengths:

- The full-time faculty are highly qualified. They provide assistance to part-time faculty through the lead instructor system.
- The Innovative Teaching Center provides exemplary support to full- and part-time faculty.
- CSM received two commendations from Middle States on the 2003-2004 reaffirmation report.
- The technology available to the faculty and the students is state-of-the-art and greatly enhances the teaching and learning process. The Technical Services department provides timely, effective support to classroom teachers.
- The expansion of web-based courses and use of the ITC and department liaison have enabled us to improve access throughout our service area.
- The current program monitoring, outcomes assessment and program evaluation systems provide a continuous improvement system for the college and the department.
- An adequate budget is provided for faculty salaries, benefits, professional growth, and administrative and classroom support.
- A well-established career placement system is available to graduates.

### Areas for Improvement:

- While there is adequate institution-wide data, individual degree program information for decision-making is just beginning to become available.
- ARTSYS is good for course by course transfer comparisons and for recommended transfer programs but it is often not updated in a timely manner by the four year institutions. Additional direct articulation agreements with Maryland Colleges and Universities may need to be considered.
- Outcomes assessment processes are relatively new. As they mature, more improvements will be identified.
- The BU building on the LaPlata campus is in need of repair. It is scheduled for major renovation in 2008.

In summary, the faculty believe the standards for accreditation have been met and welcome the opportunity to present the evidence during the site visit. .