



Annual Report – Accredited Member

Institution:	<u>Mount St. Mary's University</u>
Academic Business Unit:	<u>Richard J. Bolte, Sr. School of Business</u>
Academic Year:	<u>2011-12</u>

International Assembly for Collegiate Business Education
11374 Strang Line Road
Lenexa, Kansas 66215
USA

IACBE ANNUAL REPORT

For Academic Year: 2011-12

This annual report should be completed for your academic business unit and submitted to the IACBE by November 1 of each year.

General Information

Institution's Name: Mount St. Mary's University

Institution's Address: 16300 Old Emmitsburg Road

City and State or Country: Emmitsburg Zip or Postal Code 21727

Name of Submitter: Karl W. Einolf, Ph.D.

Title: Dean, Richard J. Bolte, Sr. School of Business

Your Email Address: einolf@msmary.edu

Telephone (with country code if outside of the United States): 301-447-5068

Date Submitted: October 17, 2012

Total Headcount Enrollment of the Institution for 2011-12: 2,305

Accreditation Information

1. If applicable, when is your next institutional accreditation site visit? 2014-2015 Year
2. When is your next reaffirmation of IACBE accreditation site visit? 2014-2015 Year

3. Provide the website address for the location of your public notification of accreditation by the IACBE: http://www.msmary.edu/School_of_business/accreditation.html

4. Provide the website address for the location of your public disclosure of student learning results: http://www.msmary.edu/School_of_business/accreditation.html

5. If your accreditation letter from the IACBE Board of Commissioners contains "notes" that identified areas needing corrective action, please list the number of the IACBE's Accreditation Principle for each note in the table below. Indicate whether corrective action has already been taken or that you have made plans to do so. (Insert additional rows as necessary.)

Commissioners' Notes	Action Already Taken	Action Planned
Note #1: Outcomes Assessment	Resolved according to correspondence from Dr. Margareta Smith Knopik dated 9/26/2011.	

Commissioners' Notes	Action Already Taken	Action Planned
Note #2: Common Professional Component	Resolved according to correspondence from Dr. Margareta Smith Knopik dated 9/26/2011.	
Note #3: Faculty Qualifications. Doctoral Coverage is low in the MBA and MPAS (Adult Accelerated) programs.	Self-Study Tables 4, 5 and 6 for AY 2011-2012 are included in the appendix of this report. In our self-study conducted for initial accreditation during AY 2005-2006, doctorally-qualified faculty covered 33% of MBA courses and 36% of Adult Accelerated courses. (% of courses was the reporting standard at the time.) In AY 2011-2012, doctorally-qualified faculty covered 49.9% of MBA student credit hours and 60.0% of Adult Accelerated student credit hours.	The Bolte School of Business continues to seek out doctorally qualified faculty to support its MBA and Adult Accelerated programs to improve doctorally-qualified coverage in these programs.
Note #4: Faculty Load	Resolved according to correspondence from Dr. Margareta Smith Knopik dated 9/26/2011.	
Note #5: International Cooperation	Resolved according to correspondence from Dr. Margareta Smith Knopik dated 9/26/2011.	

Administrative Information

1. Provide the following information pertaining to the current president/chief executive officer of your institution:

Name: Dr. Thomas H. Powell

Title: President

Highest Earned Degree: Ph.D. Email: powell@msmary.edu

Telephone (with country code if outside of the United States): 301-447-5600 Fax (with country code if outside of the United States): 301-447-5634

Check here if this represents a change from the previous year.

2. Provide the following information pertaining to the current chief academic officer of your institution:

Name: Dr. David B. Rehm

Title: Provost

Highest Earned Degree: Ph.D. Email: rehm@msmary.edu

Telephone (with country code if outside of the United States): 301-447-5218 Fax (with country code if outside of the United States): 301-447-5863

Check here if this represents a change from the previous year.

3. Provide the following information pertaining to the current head of your academic business unit:

Name: Dr. Karl W. Einolf

Title: Dean

Highest Earned Degree: Ph.D. Email: einolf@msmary.edu

Telephone (with country code if outside of the United States): 301-447-5068 Fax (with country code if outside of the United States): 301-447-5335

Check here if this represents a change from the previous year.

4. Provide the following information pertaining to your current primary representative to the IACBE, i.e., the person who is your primary contact for the IACBE and who votes on behalf of the academic business unit on IACBE matters (if not the same as the head of the academic business unit):

Name: Dr. Karl W. Einolf

Title: Dean

Highest Earned Degree: Ph.D. Email: einolf@msmary.edu

Telephone (with country code if outside of the United States): 301-447-5068 Telephone (with country code if outside of the United States): 301-447-5068

Check here if this represents a change from the previous year.

5. Provide the following information pertaining to your current alternate representative to the IACBE:

Name: Professor Mary Beth Graham

Title: Director of Undergraduate Business Studies

Highest Earned Degree: MBA Email: graham@msmary.edu

Telephone (with country code if outside of the United States): 301-447-5396 Telephone (with country code if outside of the United States): 301-447-5068

Check here if this represents a change from the previous year.

Programmatic Information

1. For each of your IACBE-accredited business programs, provide the total headcount enrollment and the number of degrees conferred in the program (including each major, concentration, specialization, and emphasis) for 2011-12 (insert rows in the table as needed):

Undergraduate Programs	Enrollment 2011-12	Number of Degrees Conferred 2011-12
Accounting	Fall-53 Spring-56	20
Economics	Fall-15 Spring-12	7
Information Systems	Fall-10 Spring-10	8
Sport Management	Fall-31 Spring-30	7
Adult Accelerated Business: No concentration	MPAS-Fall MPAS-Spr 61 62	25
Business: No concentration	UG – Bus No Concen Fall-56 Spring-62	50
Business: Finance	Fall-11 Spring-12	7
Business: International Business	Fall-15 Spring-18	5
Business: Management	Fall-13 Spring-15	7
Business: Marketing	Fall-16 Spring-19	8
Totals for All Undergraduate Programs Combined (Please do not double-count students who pursued multiple programs during the reporting year, e.g., students who double-majored in both accounting and finance.)	Fall-281 Spring-296	144

Graduate Programs	Enrollment 2011-12	Number of Degrees Conferred 2011-12
MBA: No concentration	Fall-208 Spr.-179	78
MBA: Finance	Fall-11 Spr.- 17	16
MBA: Management	Fall-12 Spr.-20	9
MBA: Marketing	Fall- 4 Spr. 4	6
MBA: Organizational Development	Spr. 1	0
MBA: Project Management	Fall-11 Spr. 16	7
Master Health Administration	Fall 19 Spr. 31	0
Totals for All Graduate Programs Combined (Please do not double-count students who pursued multiple programs during the reporting year, e.g., students who double-majored in both accounting and finance.)	Fall-265 Spr-268	116

2. Do you offer any of your IACBE-accredited business programs outside of your home country?

No. If no, proceed to item 3 below.

Yes. If yes, please identify the programs and countries in the table below. In addition, if the programs are delivered in partnership with other institutions, please identify those institutions as well. (Insert rows in the table as needed.)

Program	Country or Countries	Partner Institution(s)

3. Did you terminate any business programs during the reporting year?

No. If no, proceed to item 4 below.

Yes. If yes, please identify the terminated programs in the table below. (Insert rows in the table as needed.)

Terminated Programs

4. Were changes made in any of your business programs?

No. If no, proceed to item 5 below.

Yes. If yes, please identify the changes on a separate page at the end of this report.

5. Were any new business programs (including new majors, concentrations, specializations, and/or emphases) established during the academic year?

No. If no, proceed to the *Outcomes Assessment* section below.

The Bolte School of Business established a new Master in Health Administration in the Fall of 2011, but this program falls outside of the scope of IACBE accreditation and does not qualify as a “business” program under the IACBE definition. A description of this program is available on the Bolte School web page at: http://www.msmary.edu/School_of_business/graduate-programs/mha/

Outcomes Assessment

1. Has your outcomes assessment plan been submitted to the IACBE?

Yes

No. If no, when will the plan be submitted to IACBE? _____

2. Is the original or revised outcomes assessment plan that you submitted to the IACBE still current or have you made changes?

The outcomes assessment plan that we have previously submitted is still current.

Changes have been made and the revised plan is attached.

We have made changes and the revised plan will be sent to the IACBE by: January 15, 2013

3. Complete the Outcomes Assessment Results form below and include it with this annual report to the IACBE. **Note: Section II of the form (Operational Assessment) needs to be completed only if you received first-time accreditation or reaffirmation of accreditation after January 1, 2011.**

Note from Dr. Karl W. Einolf – Dean of the Bolte School of Business at Mount St. Mary’s University:

I took the position of Dean of the Bolte School on July 1, 2012, and one of my first priorities is to have our faculty revise the Bolte School’s Outcomes Assessment Plan in order to be aligned with the new IACBE Outcomes Assessment Plan template. This template was not in place when the Bolte School originally developed its Outcomes Assessment Plan, and the plan was never revised by the previous Dean of the School. Therefore, the reporting of our 2011-2012 assessment results will be in the old format. Future assessment results will be reported with the new template and will reflect our revised Outcomes Assessment Plan that will be put in place during the 2012-2013 academic year.

2011-2012 Assessment Data

Introduction

The Bolte School of Business assessments of student learning are comprehensive, including two direct assessments for each major and each concentration in the undergraduate and graduate programs. For the undergraduate program, the ETS results are slightly below the national mean, and we aspire to achieve scores consistently above the national mean. The Bolte School curriculum does not align with the distribution of sub-discipline questions and may create a negative bias in the benchmark.

Assessment Activities 2011 - 12		
Traditional Undergraduate Program		
Business Major	<p>ETS Exam (n = 61)</p> <p>MSM Mean = 145.65 MSM Stand Dev. = 11 National Mean = 152.4¹</p> <p>¹ <i>The ETS MFT scores may not be comparable to the national comparative data given the ETS MFT exam was re-written in the fall, 2011 for the Bachelor's Degree in Business and the national comparative data includes September 2010 to June 2011 results.</i> http://www.ets.org/s/mft/pdf/2011/business4gmf.pdf <i>ETS should be contacted on the comparability of the individual test scores to the national data.</i></p> <p>BUS 404: Business Policy De-Briefs (n = 60)</p> <p>Met Expectations = 9% Modestly Met = 67% Below = 24%</p> <p>BUS 400: Business and Society Global Development Case (n=10)</p> <p>Met Expectations = 30% Modestly Met = 46.3% Below = 23.7%</p> <p>Student work displayed the following characteristics:</p> <p>Limited ability to manage unstructured problem solving</p>	<p>Our goal is to improve to standard deviation above the national average.</p> <p>Provide more structured format approach to policy debriefs in undergraduate level.</p> <p>Work more closely with BUS 250 faculty and the 300-level courses to link the decision making process in prior coursework.</p> <p>Continue to work closely with faculty in the 300-level courses to reinforce quantitative skills development.</p> <p>Consider use of writing center for first individual assignments prior to submission for grading.</p> <p>Overall, faculty should evaluate the possible use of statistical sampling in assessment of individual debrief papers due to excessively large numbers (total of 476 debrief</p>

	<p>Students tend to report outcomes and are unable to pinpoint cause and effect relationships between decisions and outcomes</p> <p>Business writing skills vary in quality and student writing skills are modestly acceptable</p> <p>Overall, more papers are showing an attempt at quantitative analysis by including ratio analysis, quantification of missed sales from production forecasts, and at times, payback or NPV analysis on capital investments.</p> <p>Satisfaction Survey (n = 30) Overall Satisfaction Very Satisfied = 10 Satisfied = 18 No Reply = 2</p> <p><u>Enhancers / Detractors Survey</u> Availability of Faculty, willingness to help students Professors were very knowledgeable, had real-world experience Classes supported one another Opportunities to discuss ethics, morals</p> <p><u>Detractors</u> Courses could be available more Less core classes and more major classes</p> <p><u>Recommendations</u> More classes available (more choices, available more) More majors (International Finance, Government Accounting, Entrepreneurship)</p>	<p>assessments completed this year).</p>
Management Concentration	<p>BUS 308: Human Resources</p> <p>Air Traffic Controller Case (n = 4 Teams)</p> <p>Met Expectations = 80.2% Modestly Met Expectations = 19.8%</p>	<p>Continue to work to standardize the methods of assessments and clarify expectations across Management concentration courses.</p>
Finance Concentration	<p>BUS 361: Corporate Finance II Comprehensive Exam (N=6)</p>	<p><i>Students had choice of questions on exam.</i></p>

	<p>Average Score = 72.6% Met Expectations = 0% (90% score or higher) Modestly Met Expectations =83.3% (scores 70% to 89%) Below Expectations = 16.7% (scores below 70%)</p> <p>BUS 361: Corporate Finance II: Mack Trucking Company Case (n=6) Met Expectations = 2 (33%) Modestly Met = 4 (67%) Below Expectations = 0</p> <p>On the whole, case study preparation was more accomplished than the quality of case preparation from the 2011 class.</p> <p>BUS 304: Investments Investment Analysis (n=7)</p> <p>Met Expectations = 96.8% Modestly Met = 3.2% Below Expectations = 0</p>	<p>Basic quantitative skills (high school math operations) were demonstrated to be just barely adequate, but the transition to modest level college math skills is significantly lacking.</p> <p>School of Business must continue to develop stronger quantitative skills in the finance students and also improve the frequency and exposure that students receive to integrated problem solving and decision making.</p> <p>Future plans for additional quantitative skills class within Business major.</p>
Marketing Concentration	<p>BUS 306: Advertising & Promotion Green Apple Advertising Competition N = 23</p> <p>Expectations Met = 82% Modestly Met = 15% Below Expectations = 3%</p> <p>BUS 385: Consumer Behavior Crest White Strips Case Study N=22</p> <p>Expectations Met = 42% Modestly Met = 45% Below Expectations = 13%</p>	<p>Students demonstrated improvement in use of marketing theory to articulate appropriate marketing strategy</p> <p>Continued need for improvement in analysis and written communication skills</p> <p>Recommendation: Continue to monitor the effects of BUS 250 on analysis and communication skills. If necessary, consider supplementing marketing curriculum with increased opportunities for students to participate in assignments that require analysis and written communication</p>
International Business Concentration	<p>BUS 319: International Marketing Heineken Global Beer Market Case (Advertising Application)</p>	<p>Students conducted appropriate research but struggled to concisely</p>

	<p>N= 8)</p> <p>Expectations Met = 15.6% Modestly Met = 60.4% Below Expectations = 24%</p> <p>BUS 336: International Sport Management (Group Paper and Presentation) N=3 teams, 16 students)</p> <p>Expectations Met = 52.27% Modestly Met = 18.93% Below Expectations = 0%¹ N/A = 38%¹</p> <p>¹ Second reader lacked sufficient course information to make an assessment.</p>	<p>present complex information.</p> <p>Appropriate comparison and contrast was conducted to understand two different country regulations in the global marketplace.</p> <p>Students demonstrated sensitivity to different cultures by understanding country laws and regulations and by sharing work with foreign students.</p>
<p>Economics Major</p>	<p>Test of Understanding of Collegiate Economics</p> <p><u>Macro</u> ECON 211: Intermediate Macro (n = 11) = 14</p> <p>ECON 406: History of Economic Thought (n = 6) = 15.7</p> <p>National Mean = 15.15</p> <p><u>Micro</u> ECON 212: Intermediate Micro (n = 12) = 15.3</p> <p>ECON 406: History of Economic Thought (n=6) = 17.2</p> <p>National Mean (16.67)</p> <p>Papers in ECON 211,212,309, and 406</p> <p>N= 42 Rated Excellent = 34.5% Good = 44% Acceptable = 17.9%</p>	<p>Students in ECON 211/212 scored lower than the national average and students in ECON 406 performed better than the national average on both components of the exam.</p> <p>Papers were for the first time submitted to a national competition. The economics faculty will be reviewing current and possible additional assessments concurrently with a review of the five year economics review just completed.</p>

	Unsatisfactory = 3.6%	
Sport Management Major	<p>BUS 440: Sport Ethics Paper (n=10)</p> <p>Expectations Met = 38.86% Somewhat Met = 37.27% Below Expectations = 2.72% N/A = 21.13%¹</p> <p>¹ Second reader lacked sufficient course information to make an assessment</p> <p>BUS 441: Sport Policy Paper (n=3 teams, 11 students)</p> <p>Expectations Met = 52.27% Somewhat Met = 18.93% Below Expectations = 0% N/A = 38%¹</p> <p>¹ Second reader lacked sufficient course information to make an assessment</p> <p><u>Satisfaction Survey</u> (n = 11) Very satisfied = 4 (40%) Satisfied = 4 (40%) Not answered = 2 (20%)</p> <p><u>Attractors / Detractors Survey</u></p> <p>Attractors Availability/helpfulness of faculty Faculty experience in industry Interesting/fun courses</p> <p>Detractors Small class selection Class rotation Lack of resources</p> <p>Recommended changes: Offer classes more frequently Better course names/course descriptions Require internships</p>	<p>Spend further time on developing students' critical thinking and communication skills. Assign more written papers and problem analysis and case studies.</p> <p>Plan for more individual assessment in the future, and also reinstate comprehensive exam for majors.</p>
Accounting Major	<p>Comprehensive Exam (n= 27) Advanced Accounting</p> <p>Met Expectations = 12 (44.4%) Modestly Met = 9 (33.3%) Not Met = 6 (22.2%)</p>	<p>No substantive actions are proposed.</p> <p>No substantive action is proposed based on favorable</p>

	<p>Advanced Auditing Assessment (n= 14)</p> <p>Based on the activity, 28.5% of the students would have definitely passed the auditing portion of the CPA exam; and an additional 5.9% most likely would have passed the auditing section of the CPA exam..</p> <p>The pass rate for the auditing portion of the exam in Maryland over the last four years has ranged from 32% to 47% . MSM's results are consistent with the state- level performance.</p>	<p>comparison with state- level performance</p>
Information Systems Major	<p>This assessment is in two parts and is completed every other year, in accordance with the offering of courses (this year is an “off” year)¹</p> <p>IFSY 475: Senior Project Comprehensive Exam¹ (n=1)</p> <p>Met Expectations = 0 Modestly Met Expectations = 0 Below Expectations = 1</p> <p>IFSY 395: Systems Analysis and Design¹ Project (n = 1 team)</p> <p>Met Expectations = 1 Modestly Met Expectations = 0 Below Expectations = 1</p> <p>¹Only one assessment was completed in this “off” year - student completed BUS 475 and IFSY 395 due to a schedule conflict the previous year.</p>	<p>Patterns hard to discern with small sample.</p> <p>Offering courses on an every-other-year sequence tends to make it difficult for students who, for whatever reason, are unable to take the course on schedule – assessment result on comprehensive exam do not appear to be as high.</p> <p>However, performance on the substitute capstone project assessment was as good for the off-cycle student.</p>
MPAS Program		
	<p>BUS 400 MPAS De-Briefs (n=12) 5 papers and one team Expectations Met = 9 (73%) Modestly Met = 2 (14%) Not Met = 1 (2%) NA = 16</p>	

	Encourage instructor discussion regarding scoring of papers and enhancing student learning in MPAS 400.	
ETS Exam	<p>MSM Mean = 150 (n= 18) National Mean = 150.3 National S.D. = 11</p> <p>BUS 404 De-Briefs (n = 14)</p> <p>Expectations Met = 1 (5%) Modestly Met = 12 (83%) Not Met = 1 (12%)</p> <p>Attractors Accelerated format Frederick staff Qualified professors Good class sizes</p> <p>Detractors Textbooks not always used Too few electives offered Better communication between main campus and Frederick campus (e.g., Registrar's office)</p> <p>Recommendations Add more class variety to each semester Offer internship credit opportunities Add majors/offer minors Better communication with bookstore, and about graduation requirements, events/receptions, etc.</p>	<p><i>The sample size is small. The results on the ETS exam are fractionally lower than the national mean; the difference is not statistically significant. Differences between the observed means in the MPAS and traditional UG program are not statistically significant.</i></p> <p><i>MPAS faculty will be urged to re- think the nature of their class assignments, increasing the number of writing assignments that call for the student to design a problem solving method and to incorporate data into the response. Fewer end-of-chapter exercises can make room for the new assignments.</i></p>
MBA Program		
ETS Exam	<p>ETS Exam (n = 80) MSM Mean = 242 MSM Stand. Dev. = 12 National Mean = 248.9</p> <p>519 De-Briefs (n= 134) Met Expectations = 24 (18%) Modestly Met = 83 (62%) Below = 28 (21%)</p> <p>Attractors / Detractors Survey N = 7 --- no concentration)</p>	<p>MBA students performed modestly below the national average though the difference is not statistically significant. Students had fewer correct answers in all sub-disciplines relative to the national performance.</p> <p>Students report; do not analyze. They normally fail to link decisions to strategy</p>

	<p>Attractors Faculty enthusiasm for subject matter 8 week format Affordability; competitive cost Good subject overview Instruction is based on real industry experience Faculty makes time to help students</p> <p>Detractors Syllabus does not always match content Group work is difficult to coordinate Not enough electives offered Some content is simplistic</p> <p><u>Recommendations</u> Emphasize use of advisor for degree plan Decrease core course credits; increase elective/concentration course requirements Discourage group projects Focus one course on professional workplace behavior</p> <p><u>ALUMNI SURVEY</u> Class of 2011 N = 15 (one missing) How satisfied are you with the MBA education you received at the Mount? Extremely Satisfied = 6 (40%) Very much = 8 (53%) Somewhat = 1 (7%)</p>	<p>execution. Often fail to support decisions with quantitative analysis</p> <p>Recommendations: Make all MBA faculty aware of nature of simulation and build learning to prepare students for capstone. More emphasis across the curriculum on building quantitative analysis and writing skills. Sharper focus on decision making across the curriculum.</p>
General Elective	<p>MBA 534 Entrepreneurship</p> <p>N = 25</p> <p>Expectations Met = 11 (44%) Modestly Met = 6 (24%) Below Expectations = 8 (32%)</p> <p>MBA 581 Research Project Final Report N= 8 Expectations Met = 44% Modestly Met = 31% Below Expectations = 15% Unable to Evaluate = 10%¹ ¹ Second reader lacked course information to make an assessment.</p>	<p>In MBA 534 the students are required to choose a new business, a take-over of an existing business, or a franchise and submit a written business plan along with an oral presentation of their new business venture. This year the MBA students participated in the grading of their fellow students by reviewing each presentation and each business plan submitted by their fellow students. This participation was well received by the students and this format will be used in future Entrepreneurship classes.</p>

Management Concentration	<p>MBA 590 Leadership Seminar</p> <p>Term Paper (N = 8) Met Expectations = 8 (100%)</p>	<p>A business-related assignment was utilized this year rather than a speech (last year). This enabled more comprehensive analysis by the students and learning assessments for MBA 590.</p> <p>To further improve, interact with instructors and readers via email and meetings to discuss: a) the role of the assessment, b) the need for consistency in scoring, and c) alternatives to further develop those students performing below expectations.</p>
Organizational Development Certificate	<p>MBA 563 Organizational Assessment and Intervention N = 11 Met Expectations = 7 (67%) Modestly Met = 3 (28.5%) Below Expectations = 1 (4.5%)</p>	<p>The differences noted above between readers and assessments may be due to differences in interpretations regarding scoring or due to actual variations in student analysis demonstrated in the papers. There were easily noted variations in student papers, with some papers not including management intervention assessment measures (controls).</p> <p>It would be helpful if a series of meetings takes place among the instructors and readers, with practice rating and giving assessment scores to a sample of papers, plus inviting exchange regarding the type of exercises and assignments conducive to building complex critical thinking skills.</p>
Project Management	<p>MBA 552 Project Leadership</p>	<p>Use smaller teams Expand models and</p>

Certificate	<p>N = 6 Group Project: Conflict Analysis Met Expectations = 11 (43%) Modestly Met = 8 (32%) Not applicable = 6 (25%)</p> <p>MBA 555 Project Portfolios N = 25 4 teams of 6 or 7 EW Scripps Case Crompton Corp Case AOL Case HP & Compaq Computer Corp. Case Met Expectations = 16 (63%) Modestly Met = 7 (29%) Below Expectations – 2 (8%)</p> <p>Attractors Case studies are very helpful Class discussions got most students involved They liked transparency in grading Some liked the provision of an extra assignment to overcome absence from class.</p> <p>Detractors Make groups smaller (4-5) instead of 6-7 for doing case studies Allow students to form their own groups Find one textbook with lots of questions at the end of a chapter to help students prepare for exams.</p>	<p>frameworks. Include an ethical focus Be more creative with presentation format. Better integrate people and projects. Expand impact of study recommendations to cost and people perspectives.</p> <p>Multiple options in these cases are possible and different groups dealt with each of these options differently and backed the preferred options in a very logical manner. The workload was evenly through the seven sessions, and no home assignments were given prior to exams so the students could prepare for the exams properly.</p>
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**Table 4: Faculty Qualifications for AY 2011-2012
Mount St. Mary's University
Richard J. Bolte, Sr. School of Business
Traditional Undergraduate Programs, Accelerated Undergraduate Program, and MBA**

FACULTY MEMBERS	YEAR OF HIRE	HIGHEST DEGREE		PROFESSIONAL CERTIFICATION	ASSIGNED TEACHING DISCIPLINES	PROGRAM LEVEL	LEVEL OF QUALIFICATION	TENURE
		TYPE	DISCIPLINE					
FULL-TIME FACULTY								
Balch, J.	1985	MS	Accounting	CPA	Accounting	UG and Master's	Professional	No
Barry, M.	2005	PhD	Economics		Economics	UG and Master's	Doctoral	Yes
Butt, D.	1996	MBA	Accounting	CPA, CMA	Accounting Finance Business Policy	UG and Master's UG and Master's UG and Master's	Professional Professional Professional	No
Cañadas, A.	2008	PhD	Economics		Economics	Undergraduate	Doctoral	No*
Davidson, D.	1991	PhD	Marketing		Corporate Social Responsibility	Undergraduate Master's	Doctoral Doctoral	Yes
Einolf, K.	1998	PhD	Economics		Economics Finance	Undergraduate UG and Master's	Doctoral Doctoral	Yes
Farneti, C.	2012	PhD	Sport Management		Sport Management	Undergraduate	Doctoral	No
Flynn, P.	2010	PhD	Economics		Economics	UG and Master's	Doctoral	No*
Forgang, W.	1988	PhD	Economics		Business Policy	Undergraduate Master's	Doctoral Doctoral	Yes
Graham, M.	2008	MBA	Business Administration		Management Marketing	Undergraduate Undergraduate	Professional Professional	No
Larrivee, J.	2001	PhD	Economics		Economics	Undergraduate	Doctoral	Yes
Marsh, F.	2008	PhD	Management		Management	Undergraduate Master's	Doctoral Doctoral	No
Maubert, C.	2004	MBA	Marketing		Marketing	Undergraduate Master's	Professional Professional	No**
Robinson, K.	1987	JD	Law		Business Law Entrepreneurship	UG and Master's Master's	Doctoral Minimal	No
Sherwin, J.	2006	JD	Law	CPA	Accounting	Undergraduate Master's	Doctoral Professional	No
*Tenure Track								
**Will move to Tenure Track once doctoral studies are completed								

Table 4: Faculty Qualifications for AY 2011-2012
Mount St. Mary's University
Richard J. Bolte, Sr. School of Business
Traditional Undergraduate Programs, Accelerated Undergraduate Program, and MBA

FACULTY MEMBERS	YEAR OF HIRE	HIGHEST DEGREE		PROFESSIONAL CERTIFICATION	ASSIGNED TEACHING DISCIPLINES	PROGRAM LEVEL	LEVEL OF QUALIFICATION	TENURE
		TYPE	DISCIPLINE					
FULL-TIME FACULTY (Continued)								
Sjoberg, S.	2005	MBA	Management		Management Marketing Business Policy	UG and Master's UG and Master's UG and Master's	Professional Professional Professional	No**
Speciale, R.	1996	JD	Law	CPA	Accounting Law	UG and Master's UG and Master's	Doctoral Doctoral	Yes
Stanton, T.	1989	PhD	Economics		Information Systems Economics	Undergraduate UG and Master's	Doctoral Doctoral	Yes
Tesfu, S.	2011	PhD	Economics		Economics	UG and Master's	Doctoral	No*
*Tenure Track **Will move to Tenure Track once doctoral studies are completed								
PART-TIME FACULTY								
Banerjee, J.	2011	MBA	Business Administration	PMP Certification	Project Management	Master's	Professional	N/A
Baugher, A.	2011	MBA	Business Administration		Accounting	Undergraduate	Professional	N/A
Brocato, R.	2001	PhD	Management		Management	Undergraduate	Doctoral	N/A
Beitz, C.	1981	DPA	Management		Management	Undergraduate Master's	Doctoral Doctoral	N/A
Eichorn, F.	2005	PhD	Information Systems Management	PMP Certification	Information Systems Project Management	Master's Master's	Doctoral Doctoral	N/A
Francis, D.	2002	MA	Management		Management	Master's	Professional	N/A
Grimm, M.	2011	MBA	Business Administration		Sport Management	Undergraduate	Professional	N/A
Leppo, S.	2006	MA	Economics		Economics	Undergraduate	Professional	N/A
Lowry, E.	2011	MBA	Business Administration		Management	Master's	Professional	N/A

**Table 4: Faculty Qualifications for AY 2011-2012
Mount St. Mary's University
Richard J. Bolte, Sr. School of Business
Traditional Undergraduate Programs, Accelerated Undergraduate Program, and MBA**

FACULTY MEMBERS	YEAR OF HIRE	HIGHEST DEGREE		PROFESSIONAL CERTIFICATION	ASSIGNED TEACHING DISCIPLINES	PROGRAM LEVEL	LEVEL OF QUALIFICATION	TENURE
		TYPE	DISCIPLINE					
PART-TIME FACULTY (Continued)								
Mahata, P.	2011	PhD	Mechanical/ Aerospace Engineering	PMP Certification	Project Management	Master's	Doctoral	N/A
Martin, M.	2012	MBA	Business Administration		Accounting	Undergraduate	Professional	N/A
Mills, L.	2011	PhD	Economics		Economics	Undergraduate	Doctoral	N/A
Nickey, R.	2001	MBA	Finance		Finance	Master's	Professional	N/A
Phillips, J.	2011	MA	Theology		Sport Management	Undergraduate	Minimum	N/A
Reynolds, E.	1985	MBA	Marketing		Marketing	Master's	Professional	N/A
Ryan, T.	1964	MA	Mathematics		Quantitative Methods	Master's	Professional	N/A
Teehan, A.	2006	MBA	Business Administration		Management	Master's	Professional	N/A
Van Fossen, S.	2002	MA	Management		Management	Master's	Professional	N/A
Waite, T.	2008	MA	Physical Education		Sport Event Planning	Undergraduate	Professional	N/A
Wivell, J.	2010	JD	Law		Sport Management	Undergraduate	Professional	N/A
Yelovich, B.	2001	MS	Information Systems		Information Systems	Undergraduate	Professional	N/A
Young, B.	2003	MBA	Finance		Finance	Undergraduate	Professional	N/A
Zolbrod, B.	2012	MBA	Business Administration	PMP Certification	Project Management Marketing	Master's Master's	Professional Professional	N/A

Table 5: Teaching Load and Student Credit Hours Generated
Mount St. Mary's University
Richard J. Bolte, Sr. School of Business
Fall 2011

FACULTY MEMBER	Fall 2011 Semester						Qualification level (Traditional Undergraduate)			Qualification level (Accelerated Adult Undergraduate)			Qualification level (MBA)		
	TUG	AUG	Mast	# of	# of	# of	Doct	Prof	Other	Doct	Prof	Other	Doct	Prof	Other
	SCH	SCH	SCH	Sect	Prep	Disc	SCH	SCH	SCH	SCH	SCH	SCH	SCH	SCH	SCH
John Balch	333	0	0	4	2	1		333							0
Joydip Banerjee	0	0	66	1	1	1		0							66
Michael P Barry*	126	0	60	3	2	2	126			0			60		
Charles A Beitz Jr	0	0	42	1	1	1	0			0			42		
Donald E Butt	228	0	117	6	5	2		228			0				117
Alejandro A. Canadas	291	0	0	4	2	1	291			0			0		
D Kirk Davidson	135	0	138	4	2	2	135			0			138		
Frank L Eichorn	0	15	177	5	5	2	0			15			177		
Karl W. Einolf	288	0	72	5	3	3	288			0			72		
Patrice Flynn	150	0	69	4	2	2	150			0			69		
William G Forgang	6	30	0	2	2	2	6			30			0		
Donald C Francis	0	0	24	1	1	1		0			0			24	
Mary Beth Graham	105	21	0	3	1	1		105			21			0	
Matthew Grimm	84	0	0	1	1	1		84			0			0	
John Larrivee	303	0	0	4	2	1	303			0			0		
Samuel R Leppo	93	21	0	2	2	1		93			21			0	
Edward J. Lowry	0	0	75	1	1	1		0			0			75	
F.K. Marsh	78	15	57	3	3	3	78			15			57		
Cyd R Maubert	72	0	96	3	3	2		72			0			96	
Leonard Mills	0	72	0	1	1	1	0			72			0		
Robert Nickey	0	0	111	2	2	1		0			0			111	
Jay S Phillips	30	0	0	1	1	1			30						0
Edward W Reynolds	0	0	66	1	1	1		0			0			66	
Kevin G Robinson	222	0	72	4	3	2	222			0			72		
Tom Ryan	0	33	0	1	1	1		0			33			0	
John V Sherwin	234	0	54	5	3	2	234			0			54		
Sandra Sjoberg	177	0	0	3	3	2		177			0			0	
Raymond C Speciale**	3	0	69	2	2	2	3			0			69		
Timothy J Stanton	183	39	0	4	3	2	183			39			0		
Anne Teehan	0	0	48	1	1	1		0			0			48	
Solomon Tesfu	99	0	72	3	2	2	99			0			72		
Sandra VanFossen	0	0	129	2	1	1		0			0			129	
Thomas E Waite	90	0	0	1	1	1		90			0			0	
Jennifer S. Wivell	66	0	0	2	1	1		66			0			0	
Bruce E Yelovich	87	0	0	3	2	1	87				0			0	
Brad W Young	24	27	0	2	2	1		24			27			0	
Totals	3,507	273	1,614	95	71	53	2,118	1,359	30	171	102	-	828	786	-

*Dr. Barry taught one section of Freshman Seminar outside of the Business program and this section is not included in the calculations.

**Dr. Speciale taught two sections of Freshman Seminar outside of the Business program and these sections are not included in the calculations.

Table 5: Teaching Load and Student Credit Hours Generated
Mount St. Mary's University
Richard J. Bolte, Sr. School of Business
Spring 2012

FACULTY MEMBER	Second Semester						Qualification level (Traditional Undergraduate)			Qualification level (Accelerated Adult Undergraduate)			Qualification level (MBA)		
	UG SCH	AUG SCH	Mast SCH	# of Sect	# of Prep	# of Disc	Doct SCH	Prof SCH	Other SCH	Doct SCH	Prof SCH	Other SCH	Doct SCH	Prof SCH	Other SCH
John W Balch	360	0	42	5	4	2		360						42	
Michael P Barry	141	0	0	4	2	1	141			0	0		0		
Amanda I Baugher	48	0	0	1	1	1		48			0			0	
Richard C Brocato	87	0	0	2	2	1	87			0			0		
Donald E Butt	165	0	27	4	4	3		165			0			27	
Alejandro A. Canadas	267	0	0	5	3	1	267			0			0		
D Kirk Davidson	111	0	132	4	3	3	111			0			132		
Frank L Eichorn	0	0	123	2	2	2	0			0			123		
Karl W. Einolf	201	69	66	5	3	3	201			69			66		
Corinne Farneti	177	0	0	5	4	2	177			0			0		
Patrice Flynn	147	75	45	4	2	2	147			75			45		
William G Forgang	0	0	75	1	1	1	0			0			75		
Donald C Francis	0	27	111	3	3	2		0			27			111	
Mary Beth Graham	84	54	0	4	3	2		84			54			0	
Matthew Grimm	3	0	0	1	1	1		3			0			0	
John Larrivee	147	0	0	4	3	1	147			0			0		
Samuel R Leppo	51	33	0	2	2	1		51			33			0	
Edward J. Lowry	0	0	75	2	1	1		0			0			75	
Paul Mahata	0	0	75	1	1	1	0			0			75		
F.K. Marsh	108	66	0	5	4	2	108			66			0		
Michael Martin	87	0	0	1	1	1		87			0			0	
Cyd R Maubert	135	0	66	4	2	1		135			0			66	
Leonard Mills	0	0	51	1	1	1	0			0			51		
Robert Nickey	0	0	114	2	2	1		0			0			114	
Edward W Reynolds	0	0	66	2	2	1		0			0			66	
Kevin G Robinson	294	0	81	4	2	1	294			0					81
Thomas D Ryan	0	0	42	1	1	1		0			0			42	
John V Sherwin	351	0	0	7	3	1	351			0			0		
Sandra Sjoberg	126	24	60	5	3	3		126			24			60	
Raymond C Speciale*	3	0	111	3	1	1	3			0			111		
Timothy J Stanton	216	15	3	6	3	1	216			15			3		
Anne Teehan	0	0	39	1	1	1		0			0			39	
Solomon Tesfu	129	0	129	4	2	2	129			0			129		
Sandra VanFossen	0	0	117	2	2	1		0			0			117	
Jennifer S. Wivell	123	0	0	3	1	1		123			0			0	
Bruce E Yelovich	69	0	0	3	1	1		69			0			0	
Brad W Young	0	24	0	1	1	1		0			24			0	
Barbara S. Zolbrod	0	0	18	1	0	0		0			0			18	
Totals	3,630	387	1,668	115	78	53	2,379	1,251	-	225	162	-	810	777	81

*Dr. Speciale taught two sections of Freshman Seminar outside of the Business program and these sections are not included in the calculations.

Table 6: Faculty Coverage Summary
Mount St. Mary's University
Richard J. Bolte, Sr. School of Business
AY 2011-2012

STUDENT CREDIT HOURS (SCH) TAUGHT DURING AY 2011-2012	TRAD UG SCH	ACC UG SCH	MBA SCH	TOTAL
Total SCH Taught by Business Faculty	7,137	660	3,282	11,079
SCH Taught by Doctorally- and Professionally-Qualified Faculty	7,107	660	3,201	10,968
Percent of Total SCH Taught by Doctorally- and Professionally-Qualified Faculty	99.58%	100.00%	97.53%	99.00%
SCH Taught Only by Doctorally-Qualified Faculty	4,497	396	1,638	6,531
Percent of Total SCH Taught Only by Doctorally-Qualified Faculty	63.01%	60.00%	49.91%	58.95%