



Bradley Duncan <bduncan1@udayton.edu>

Fwd: NCA/HLC panel review additional information request

1 message

Carolyn Phelps <cphelps1@udayton.edu>
To: Bradley Duncan <bduncan1@udayton.edu>

Wed, Feb 24, 2016 at 1:22 PM

----- Forwarded message -----

From: **Paul Vanderburgh** <pvanderburgh1@udayton.edu>
Date: Tue, Feb 16, 2016 at 6:10 PM
Subject: Re: NCA/HLC panel review additional information request
To: Carolyn Phelps <cphelps1@udayton.edu>

Carolyn,

Harv would be the ideal point of contact.

Best, Paul

Paul M. Vanderburgh, EdD
Associate Provost, Graduate Academic Affairs
Professor, Health & Sport Science
University of Dayton
[937.229.2390](tel:937.229.2390)

On Tue, Feb 16, 2016 at 4:49 PM, Carolyn Phelps <cphelps1@udayton.edu> wrote:

Paul,

We received a response from HLC regarding the LexisNexis site. They have a few questions. Whom should I be contacting to address these questions? Harv?

Carolyn

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From: **Marius Boboc** <m.boboc@csuohio.edu>
Date: Tue, Feb 16, 2016 at 4:43 PM
Subject: NCA/HLC panel review additional information request
To: "cphelps1@udayton.edu" <cphelps1@udayton.edu>
Cc: Marius Boboc <m.boboc@csuohio.edu>

Dear Dr. Phelps,

I am the chair of the NCA/HLC panel reviewing your Substantive Change Application focused on additional location(s). As we move to the next stage in our review process, please provide updates/answers related to the items/questions below at your earliest convenience:

- There is a difference between the application and the LexisNexis MBA Partnership Term Sheet (UD-LN PTS) in the number of cohorts to be served. The application indicates one cohort with the potential for a second if there is sufficient demand; however, the agreement indicates 1-2 cohort starts per year. This needs to be clarified so that no party (UD, LN, and the potential students to be served) is adversely impacted in the future.
- It was not apparent from the application what role the faculty or the UD committees/councils played in the process. What role, if any, did faculty and/or committee/councils play in the development of tailored elective courses designed as part of the agreement and other program modifications?
- Even though the budgeting for the additional location will follow the same procedures for on-campus program, the specific revenue and costs associated with the new location were not provided. The UD-LN agreement indicates that no rent shall be charged for the space allocated on site for delivery of the program; however, what are the other specific costs associated with the addition of this new location? Such costs may include, but are not limited to, faculty salaries/benefits, mileage for faculty to travel from UD to LN to teach f-2-f, and cost of the 25% tuition scholarship. Please provide a detailed budget that includes both projected costs and revenues.
- The qualifications and experience of faculty appears to be adequate because on-campus faculty (full-time tenure track or full-time lecturer) will be used to deliver the program. No mention of AACSB accreditation was found in the application; however, of review of the website for UD's MBA indicated this accreditation. What impact, if any, will this additional location have on AACSB?
- The same processes are used to select, train, support, and orient faculty on the main campus and additional location but details are lacking. What types of training, support, and professional development opportunities are available for teaching at the new location? For faculty teaching at the new location, will it be in-load or out-of-load? If out-of-load, will faculty access to such opportunities be compromised due to the additional time commitment to teaching?
- The application indicates that facilities at the new location are equivalent or superior to those of the existing location but does not describe in sufficient detail how these will meet the needs of students and the curriculum. The application also states that the MBA Office will coordinate all services for the new locations. What are these services and how are they provided? For example, will all students be assigned IDs so that they can access UD's library, internet resources, and other services/support provided to other students? Additionally, how does an off-campus student file a grievance, grade appeal, or Title IX complaint? If an off-campus student visits the main campus, do they have access to the same goods and services?
- What are the specific measures and techniques used for assessment and evaluation on the main campus and at the new location? How will data be disaggregated and analyzed to help demonstrate that program quality is similar at all locations?
- The application states that student learning at both locations is assessed in the same way but it does not provide any details. How is student learning assessed on both the main campus and at the additional location?

Please let me know if there are any questions.

Sincerely,

Marius Boboc, Ed.D.
Professor and Chairperson
Dept. of Curriculum & Foundations

College of Education and Human Services
Cleveland State University
2121 Euclid Avenue, Julka Hall 378

Cleveland, OH 44115
Phone: [216-687-4581](tel:216-687-4581)
Fax: [216-687-5370](tel:216-687-5370)
m.boboc@csuohio.edu
www.csuohio.edu



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Carolyn Roecker Phelps, Ph.D.
Associate Provost for Faculty and
Administrative Affairs
University of Dayton
300 College Park
Dayton, OH 45469-1634

[\(937\) 229-2245](tel:937-229-2245)
cphelps1@udayton.edu

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—
Carolyn Roecker Phelps, Ph.D.
Associate Provost for Faculty and
Administrative Affairs
University of Dayton
300 College Park

2/24/2016

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Dayton, OH 45469-1634

(937) 229-2245

cphelps1@udayton.edu

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