

**NEW OPERATING AND/OR DEGREE-GRANTING AUTHORITY
FOR INDEPENDENT INSTITUTIONS**

Submitted for: Action.

Summary: New independent institutions, institutions planning to operate at a new location, including a location outside the higher education region of original operating authority, and out-of-state institutions planning to operate in Illinois for the first time are required to obtain authorization to operate. These institutions also are required to obtain authorization for each new degree program.

Action Requested: That the Illinois Board of Higher Education approve the recommendations to grant degree-granting authority and/or operating authority to the following institutions:

Not-For-Profit

Judson University

- Master of Business Administration in the North Suburban Region
- Master of Arts in Organizational Leadership in the North Suburban Region

Robert Morris University-Illinois

- Bachelor of Science in General Science in the Chicago Region
- Master of Science in Human Performance in the Chicago Region

Proprietary

Fox College

- Associate in Applied Science in Occupational Therapy Assistant in the South Metro Region

J'Renee College

- Associate of Science in Nursing in the Fox Valley Region

Les Roches International School of Hotel Management

- Operating Authority in the Chicago Region
- Bachelor of Business Administration in International Hotel Management in the Chicago Region
- Postgraduate Diploma in Hospitality Administration in the Chicago Region

Northwestern College – Southwest

- Bachelor Business Administration and Management in the South Metro Region
- Bachelor of Science in Accounting in the South Metro Region
- Bachelor of Science in Criminal Justice in the South Metro Region
- Bachelor of Health Information Management in the South Metro Region
- Bachelor of Science in Nursing in the South Metro Region

Tribeca Flashpoint College

- Bachelor of Science in Advertising in the Chicago Region
- Bachelor of Science in New Media Journalism in the Chicago Region
- Bachelor of Science in Public Relations/Image Management in the Chicago Region

STATE OF ILLINOIS
BOARD OF HIGHER EDUCATION

**NEW OPERATING AND/OR DEGREE-GRANTING AUTHORITY
FOR INDEPENDENT INSTITUTIONS**

The Illinois Board of Higher Education (IBHE) has responsibility for administration of The Private College Act (110 ILCS 1005) and The Academic Degree Act (110 ILCS 1010). Under these statutes, new independent institutions, institutions planning to operate at a new location, including a location outside the higher education region of original operating authority, and out-of-state institutions planning to operate in Illinois for the first time are required to obtain authorization to operate. These institutions also are required to obtain authorization for each new degree program.

Applications for new operating and degree-granting authority submitted by independent Illinois institutions and out-of-state institutions are reviewed by the staff. Recommendations are developed by applying criteria for operating and/or degree-granting authority, which are defined in the rules adopted for administration of the statutes and Board policies on assessment of student learning and specialized accreditation requirements for student licensure. These criteria encompass educational objectives, institution and degree titles, curricula, facilities, faculty and administrator qualifications, student policies, publications, records, compliance with pertinent laws, and fiscal stability. Staff recommendations are based on analyses of application materials, responses to questions, and site visits. Out-of-region sites are defined as sites located within an IBHE approval region other than the region within which an institution's original operating authority was granted. There are ten IBHE approval regions; each is coterminous with one or more community college districts. Approval to operate within a new approval region entitles an institution to operate throughout the region, and not solely at the site at which the institution initially applied.

This item includes recommendations to grant operating and/or degree-granting authority to seven institutions.

Not-for-Profit Executive Summary

Judson University

- Master of Business Administration

Judson University, a grandfathered institution in the Fox Valley Region, is seeking approval to operate and offer a Master of Business Administration in the North Suburban Region. The Master of Business Administration is a 39 credit hour program for General Electric employees designed to integrate leadership theory with practical application to business built on a Christian worldview. This accelerated cohort-based program will be offered through hybrid delivery with online classes for the leadership focus area along with supplemental activities completed through a learning management system. The proposed program will prepare students for careers as junior managers to vice chairpersons of major corporations. The core curriculum will provide students with specific foundational knowledge in accounting, economics, business analytics, project management, marketing, and business strategies to solve real-world organizational problems. The final twelve hours will include a focused area in leadership. For the capstone course, students will take a Current Issues in Business course where they will be required to

apply learning from prior courses in a case study setting. Policies are in place to ensure faculty members possess the training, credentials, and qualifications to provide instruction in the proposed program. The University has sufficient library, technology, staff, and financial resources in place to support the proposed program.

- Master of Arts in Organizational Leadership

Judson University is seeking approval to operate and offer a Master of Arts in Organizational Leadership in the North Suburban Region. The Master of Arts in Organizational Leadership is a 36 credit hour program for General Electric employees designed to integrate leadership theory with practical application built on a Christian worldview. This accelerated cohort program will be offered face-to-face with supplemental activities completed through a learning management system. The proposed program will prepare students for leadership in business organizations, non-profit organizations, and governmental agencies. The curriculum will consist of 30 credit hours that include research strategies, leadership, communication, and applied leadership. For the last six credit hours, students will conduct an applied research project in leadership while participating in a Leadership Mentor Program. Policies are in place to ensure faculty members possess the training, credentials, and qualifications to provide instruction in the proposed program. The University has sufficient library, technology, staff, and financial resources in place to support the proposed program.

Approval request summary, including staff conclusion, follows in Attachment A.

Robert Morris University-Illinois

- Bachelor of Science in General Science

Robert Morris University-Illinois requests authority to offer a Bachelor of Science in General Science in the Chicago region. The proposed bachelor's is a pre-professional program designed to enhance a student's critical thinking, advanced inquiry and reasoning skills, and scientific understanding. The program will prepare students for careers in a variety of scientific fields such as healthcare, community action, and research, as well as application to graduate programs. The program requires 98 quarter hours in science and a total of 190 quarter credit hours (72 quarter hours are upper-division courses). There are policies in place to ensure faculty members possess the necessary training, credentials, and qualifications to provide instruction. The University has sufficient library, technology, staff, and financial resources in place to support the proposed program.

- Master of Science in Human Performance

Robert Morris University-Illinois requests authority to offer a Master of Science in Human Performance in the Chicago region. The proposed master's is a 56 quarter hour program designed to prepare students for professional careers in the field of exercise science and athletic performance. The program is cohort based and can be completed in seven academic quarters. It will prepare students for careers as certified specialists in high school, university, professional sports, or elite fitness settings. The curriculum consists of core requirements and two internships. The following certification examinations can be accomplished during the second half of the program: Certified Strength and Conditioning Specialist certification exam; Cardiopulmonary Resuscitation and Automated External Defibrillator certification; Registered Clinical Exercise Physiology exam; and Certified International Society of Sports Nutrition exam. There are policies in place to ensure faculty members possess the necessary training, credentials, and qualifications to provide instruction. The University has sufficient library, technology, staff, and financial resources in place to support the proposed program.

Approval request summary, including staff conclusion, follows in Attachment B.

Proprietary Executive Summary

Fox College

- Associate in Applied Science in Occupational Therapy Assistant

Fox College is seeking approval to offer an Associate in Applied Science in Occupational Therapy Assistant (OTA) in the South Metro Region. The proposed program requires 76 semester credit hours, 18 of which are general education courses taken in the first semester. The technical (OTA) portion of the program is four semesters over 16 months. The program length is a total of 20 months and five full semesters including general education coursework. The program length is needed to achieve expected learning goals and program outcomes, as well as to ensure readiness for employment as an OTA. Graduates of the program will be eligible to take the National Board of Certification of Occupational Therapy examination which is required for employment in Illinois as an Occupational Therapy Assistant. Policies are in place to ensure faculty members possess the training, credentials, and qualifications to provide instruction in the proposed program. The College has sufficient library, technology, staff, and financial resources in place to support the proposed program.

Approval request summary, including staff conclusion, follows in Attachment C.

J' Renee College

- Associate of Science in Nursing

J' Renee College is seeking approval to offer an Associate of Science in Nursing in the Fox Valley Region. The proposed program will prepare graduates to become licensed Registered Nurses. Students are required to complete 74 semester credit hours of course work including 35 hours of general education and foundational coursework and 39 hours of Nursing core coursework with associated clinical/practicum hours. The program combines theory, simulation laboratory training, on-site patient care unit and off-site clinical experience in hospitals, long-term care facilities, and community healthcare settings. Policies are in place to ensure faculty members possess the training, credentials, and qualifications to provide instruction in the proposed program. The College has sufficient library, technology, staff, and financial resources in place to support the proposed program.

Approval request summary, including staff conclusion, follows in Attachment D.

Les Roches International School of Hotel Management

- Operating Authority

Les Roches International School of Hotel Management requests authority to operate in the Chicago region. Les Roches, based in Bluche, Switzerland, proposes to establish a full branch campus in Chicago with programs starting in July 2016. The Les Roches Chicago branch campus will operate on the same mission, values, and standards as the Les Roches home campus in Switzerland. The Les Roches Chicago campus will co-locate with Kendall College, another Laureate institution, on Goose Island in Chicago. Instruction is planned to commence in the second half of 2016, with the establishment of a Bachelor of Business Administration in International Hotel Management and a post-baccalaureate program entitled Postgraduate Diploma in Hospitality Administration.

- Bachelor of Business Administration in International Hotel Management

Les Roches International School of Hotel Management requests authority to offer a 121 semester credit hour Bachelor of Business Administration in International Hotel Management in the Chicago region. The program was designed to be completed in lock-step over seven semesters of study. In the last year, students will have the opportunity to choose a specialization. These specializations include: Food Retail, Stadium Catering Management, and Real Estate and Asset Management. In the third and fifth semesters, students will spend six months on internship in industry. Students will also be given the opportunity to study a language, choosing between French, German, Italian, or Mandarin. There are policies in place to ensure faculty members possess the training, credentials, and qualifications to provide instruction in the proposed program. The School has sufficient library, technology, staff, and financial resources in place to support the proposed program.

- Postgraduate Diploma in Hospitality Administration

Les Roches International School of Hotel Management requests authority to offer a 36 semester credit hour Postgraduate Diploma in Hospitality Administration in the Chicago region. The program was designed to be completed in lock-step over three semesters of study. During the second semester, students will have the opportunity to choose one of two specializations: Sustainable Facilities Management or Entrepreneurship. Students will spend their third semester on internship to further develop their management competencies in hospitality. There are policies in place to ensure faculty members possess the training, credentials, and qualifications to provide instruction in the proposed program. The School has sufficient library, technology, staff, and financial resources in place to support the proposed program.

Approval request summary, including staff conclusion, follows in Attachment E.

Northwestern College – Southwest

- Bachelor of Business Administration and Management

Northwestern College – Southwest requests authority to offer a Bachelor of Science in Business Administration and Management in the South Metro Region. The proposed program will prepare students to work in business administration and management. Graduates will gain the skills to improve efficiency and increase profitability, identify sustainable solutions, and distinguish key factors of competitive advantages amidst industry trends in local and global business environments. The proposed program will have two areas of specialization: human resource management and logistics/supply chain management. Students who specialize in logistics/supply chain management will be qualified to earn the Certification in Transportation and Logistics offered through the American Society of Transportation and Logistics. The College has qualified faculty to teach in the program. The College has adequate physical facilities and technological resources to support the new program.

- Bachelor of Science in Accounting

Northwestern College – Southwest requests authority to offer a Bachelor of Science in Accounting in the South Metro Region. Students will learn how to prepare financial, cost, tax, governmental, and not-for-profit accounting reports as well as acquire the skills to use accounting software and tax research databases. Students will also gain the skills to analyze individual and corporate financial statements, prepare tax returns, research accounting issues, and identify and analyze corporate and industry risks. The program also prepares students for the Certified Management Accountant exam.

The College has qualified faculty to teach in the program. The College has adequate physical facilities and technological resources to support the new program.

- Bachelor of Science in Criminal Justice

Northwestern College – Southwest requests authority to offer a Bachelor of Science in Criminal Justice in the South Metro Region. The program will combine the study of criminal law and law enforcement, preparing students to understand the workings of the criminal justice system, the impact of stakeholders in its operation, and to identify and analyze issues that pertain to protection of life and property. Students will learn to understand, interpret, and apply the law relating to the legal rights of individuals and the limitations on the use of powers and authority. Graduates will also learn the ethical obligations and standards that apply to the criminal justice system. The College has qualified faculty to teach in the program. The College has adequate physical facilities and technological resources to support the new program.

- Bachelor of Science in Health Information Management

Northwestern College – Southwest requests authority to offer a Bachelor of Science in Health Information Management in the South Metro Region. The program is designed to prepare graduates to provide support in the management of patient health information and information systems. Graduates will gain knowledge of medical, legal, and ethical standards related to healthcare delivery. Graduates will also be qualified to sit for the Registered Health Information Administrator examination and meet requirements for employment in the field. The College has qualified faculty to teach in the program. The College has adequate physical facilities and technological resources to support the new program.

- Bachelor of Science in Nursing

Northwestern College – Southwest requests authority to offer a Bachelor of Science in Nursing in the South Metro Region. The proposed program is designed for professional Registered Nurses who hold an associate degree in nursing. The program provides greater opportunities for graduates to advance their careers in the nursing profession and provides the background for a graduate study in nursing and other healthcare disciplines. The College will seek accreditation for its nursing program from the Commission on Collegiate Nursing Education. The College has qualified faculty to teach in the nursing program. The College has adequate physical facilities and technological resources to support the new program.

Approval request summary, including staff conclusion, follows in Attachment F.

Tribeca Flashpoint College

- Bachelor of Science in Advertising

Tribeca Flashpoint College requests authority to offer a Bachelor of Science in Advertising in the Chicago Region. The proposed program is designed to give students the necessary skills to become professionals in the evolving field of advertising while utilizing the tools of traditional and new media. The program focuses on the creation, execution, transmission, and evaluation of commercial messages in various media intended to promote and sell products, services, and brands. The program includes instruction in advertising theory, marketing strategy, advertising design and production methods, as well as campaign methods and techniques, media management, related principles of business management, and applicable technical and equipment skills. There are policies in place to ensure faculty members possess the training, credentials, and qualifications to provide instruction in the proposed program. The

College has sufficient library, technology, staff, and financial resources in place to support the proposed program.

- Bachelor of Science in New Media Journalism

Tribeca Flashpoint College requests authority to offer a Bachelor of Science in New Media Journalism in the Chicago Region. The proposed program is designed to give students the skills necessary to become professional journalists while utilizing the tools of traditional and new media. During the first year, the focus is on basic news writing and editing while the second year builds on that foundation. The last two years of study hone the students' practice of gathering, processing, and delivering news, while preparing them to be professional journalists, news editors, and news managers in the digital era. There are policies in place to ensure faculty members possess the training, credentials, and qualifications to provide instruction in the proposed program. The College has sufficient library, technology, staff, and financial resources in place to support the proposed program.

- Bachelor of Science in Public Relations/Image Management

Tribeca Flashpoint College requests authority to offer a Bachelor of Science in Public Relations/Image Management in the Chicago Region. The proposed program was designed to give students the skills necessary to become public relations and/or image management professionals while utilizing the tools of traditional and new media. This coursework prepares students for jobs as public relations assistants, technicians, and managers in the digital era. The program includes instruction in public relations theory; digital media; related principles of advertising, marketing, and journalism; message design; special event management; media relations; community relations; public affairs, and internal communications. There are policies in place to ensure faculty members possess the training, credentials, and qualifications to provide instruction in the proposed program. The College has sufficient library, technology, staff, and financial resources in place to support the proposed program.

- Approval request summary, including staff conclusion, follows in Attachment G.

The staff recommends adoption of the following resolutions:

The Illinois Board of Higher Education hereby grants to Judson University Authorization to Operate and Grant the Master of Business Administration and Master of Arts in Organizational Leadership in the North Suburban Region subject to the institution's implementation and maintenance of the conditions that were presented in its applications and that form the basis upon which this authorization is granted.

The Illinois Board of Higher Education hereby grants to Robert Morris University-Illinois Authorization to Grant the Bachelor of Science in General Science and the Master of Science in Human Performance in the Chicago Region subject to the institution's implementation and maintenance of the conditions that were presented in its applications and that form the basis upon which this authorization is granted.

The Illinois Board of Higher Education hereby grants to Fox College Authorization to Grant the Associate in Applied Science in Occupational Therapy Assistant in the South Metro Region subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

The Illinois Board of Higher Education hereby grants to J'Renee College Authorization to Grant the Associate of Science in Nursing in the Fox Valley Region subject to the institution's implementation

and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

The Illinois Board of Higher Education hereby grants to Les Roches International School of Hotel Management Authorization to Operate and Grant the Bachelor of Business Administration in International Hotel Management and the Postgraduate Diploma in Hospitality Administration in the Chicago Region subject to the institution's implementation and maintenance of the conditions that were presented in its applications and that form the basis upon which this authorization is granted.

The Illinois Board of Higher Education hereby grants to Northwestern College – Southwest Authorization to Grant the Bachelor of Business Administration and Management, Bachelor of Science in Accounting, Bachelor of Science in Criminal Justice, Bachelor of Science in Health Information Management, and the Bachelor of Science in Nursing in the South Metro Region subject to the institution's implementation and maintenance of the conditions that were presented in its applications and that form the basis upon which this authorization is granted.

The Illinois Board of Higher Education hereby grants to Tribeca Flashpoint College Authorization to Grant the Bachelor of Science in Advertising, Bachelor of Science in New Media Journalism, and Bachelor of Science in Public Relations/Image Management in the Chicago Region subject to the institution's implementation and maintenance of the conditions that were presented in its applications and that form the basis upon which this authorization is granted.

Judson University
GE Capital, 5595 Trillium Boulevard
Hoffman Estates, IL 60192
President: Dr. Gene C. Crume, Jr.

Proposed Program Title in Region of Authorization: Master of Business Administration in the North Suburban Region.

Projected Enrollments: Judson University projects enrollment of ten students in the first year, rising to 30 students per annual cohort each year thereafter.

Proposed Program Title in Region of Authorization: Master of Arts in Organizational Leadership in the North Suburban Region.

Projected Enrollments: Judson University projects enrollment of ten students in the first year, rising to 24 students per annual cohort each year thereafter.

Institutional Accreditation: Judson University is regionally accredited by the Higher Learning Commission.

Background and History

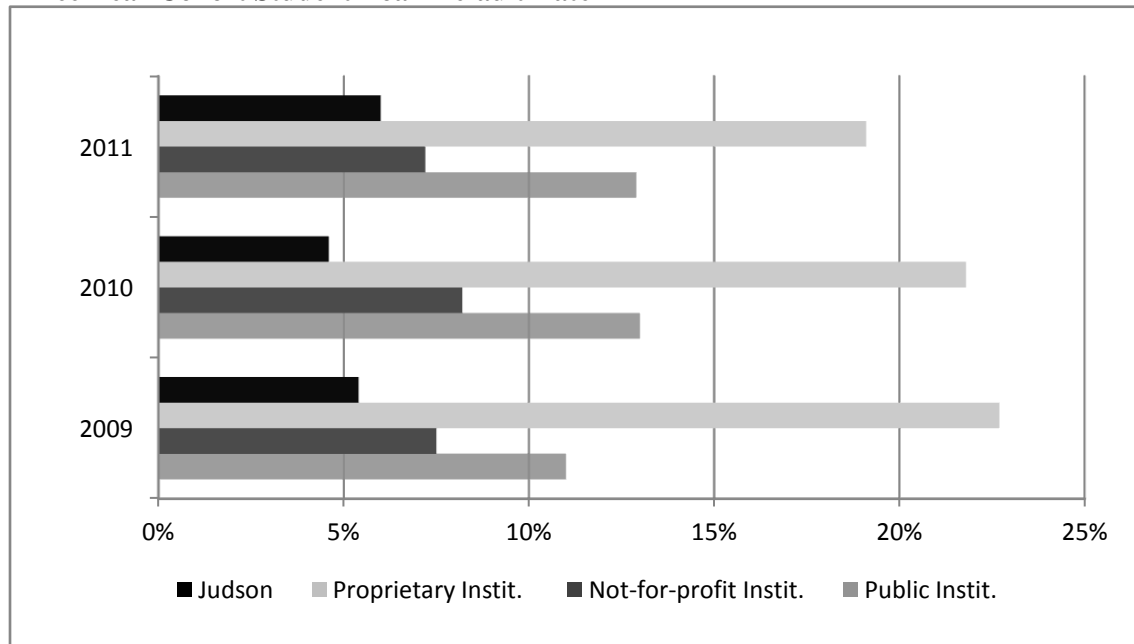
Judson University traces its roots to the Northern Theological Seminary which was founded in 1913. Judson University is an evangelical Christian private not-for-profit institution offering liberal arts and pre-professional programs to both traditional and adult student populations. Judson also offers graduate programs in business, leadership, ministry, education, and architecture. In 1963, Judson College moved to Elgin. In April 2007, the institution changed its name to Judson University (Judson or the University). As a grandfathered institution in the Fox Valley Region, the University is seeking approval for operating authority for a new site in partnership with GE Capital in the North Suburban Region and to offer a Master of Business Administration and a Master of Arts in Organizational Leadership.

Institutional Data

Criterion 1030.30(a)(2)(D) provides that success in student progression and graduation, and success rates in programs preparing students for certification and licensure, shall be consistent with expectations in higher education and the appropriate related field of study. At a minimum, the Board shall consider the following factors, based on results for similar institutions: (i) Graduation rates, degree completion rates, retention rates, and pass rates for licensure and certification. (ii) Success rate, which shall be, at a minimum, higher than that of the lowest quartile of these measures for similar Illinois institutions defined as open versus competitive enrollment institutions and primarily associate versus primarily baccalaureate granting institutions. Exceptions may be made to the lowest quartile if an institution is above the national average for these measures using the same comparison categories of institutions.

This section includes information about institutional and student success measures for each institution seeking program approval. The institution's rates will be compared to Illinois institutions from within a select comparison group and against the national standards or averages. For a proposed undergraduate program, this section will include undergraduate graduation rates, first-to-second year retention rates, student loan default rates, and any applicable licensure passage rates. For a proposed graduate program, this section will primarily focus on student loan default data since this measure also includes graduate students in the calculation.

Three Year Cohort Student Loan Default Rate



Source: National Center for Education Statistics (NCES), US Department of Education

Note: Judson University is a not-for-profit institution.

A lower number is a positive indicator.

Student Loan Default Rate

The three-year student loan default rate for Judson University was six percent in 2011, 4.6 percent in 2010 and 5.4 percent in 2009. The three-year cohort student loan default rate is the percentage of a school's borrowers, both undergraduate and graduate, who enter repayment on Federal Family Education Loan (FFEL) Program or William D. Ford Federal Direct Loan (Direct Loan) Program loans during a particular federal fiscal year, October 1 to September 30, and default or meet other specified conditions prior to the end of the second following fiscal year. The United States Department of Education stated that the Fiscal Year 2011 three-year national cohort default rate was 13.7 percent. The Fiscal Year 2011 three-year national cohort average default rate breakdown by institutional sector is: 12.9 percent for public institutions, 7.2 percent for not-for-profit institutions, and 19.1 percent for proprietary institutions.

Undergraduate-related data fields are not provided because the University proposes to offer new graduate programs.

Mission and Objectives

Criterion 1030.60(a)(2) provides that the objectives for the degree program must be consistent with what the degree program title(s) implies.

Criterion 1030.60(a)(3) provides that the requested degree program shall be congruent with the purpose, goals, objectives and mission of the institution.

The proposed programs are consistent with the mission, goals, and objectives of the University. The requested degree titles are congruent with the corresponding program objectives and curricula.

Curriculum/Assessment

Criterion 1030.60(a)(4) provides that the caliber and content of the curriculum shall assure that the stated degree objectives for which the program is offered will be achieved.

Admission

Applicants for admission must have attained a bachelor's degree from an accredited college or university with a cumulative GPA of 2.5 or higher. The following are also considered when making admissions decisions: two years of work experience; letters of recommendation; professional resume; and personal essay. The University does not grant prior learning credit and does not accept transfer credit for either of these graduate programs.

Curriculum

Master of Business Administration

The Master of Business Administration (MBA) is a 39 credit hour program for General Electric employees, designed to integrate leadership theory with practical application to business built on a Christian worldview. This accelerated cohort-based program is being offered through hybrid delivery with online classes for the leadership focus area along with supplemental activities completed through a learning management system. The proposed program will prepare students for careers as junior managers to vice chairpersons of major corporations. The core curriculum will provide students with specific foundational knowledge in accounting, economics, business analytics, project management, marketing, and business strategies to solve real-world organizational problems. The final twelve credit hours include a focused area in leadership. For the capstone experience, students will complete a Current Issues in Business course where they will be required to apply learning from prior courses in a case study setting.

Master of Arts in Organizational Leadership

The Master of Arts in Organizational Leadership (MAOL) is a 36 credit hour program, for General Electric employees, designed to integrate leadership theory with practical application built on a Christian worldview. This accelerated cohort program is being offered face-to-face with supplemental activities completed through a learning management system. The proposed program will prepare students for leadership positions in business organizations, non-profit organizations, and governmental agencies. The curriculum consists of 30 credit hours that include research strategy, leadership, and communication courses. For the last six credit hours, students will conduct an applied research project in leadership while participating in a Leadership Mentor Program.

Assessment of Student Learning

Judson has established policies and practices in place for the assessment of student learning. The institution's approach incorporates direct and indirect measures administered periodically throughout the academic program. For both programs, direct assessment measures include tests, quizzes, papers, projects, case studies, discussion questions, and oral presentations. Indirect assessments include: student course and faculty evaluations, student satisfaction surveys, year-to-year retention, graduation rates, the National Survey of Student Engagement (NSSE), and the Adult Students Priorities Survey.

Program Assessment

The University has a clearly articulated assessment plan to determine the overall effectiveness of its programs and the degree to which students' needs are being met. The assessment committee is responsible for developing policies regarding assessment of programs and majors, coordinating activities within and between programs, and majors and ensuring that all programs and majors are conducting assessment programs. Program assessment is conducted once every five years by the University Assessment Committee. These courses and programs are also assessed by the School of Leadership and Business and Graduate Academic Policies Committee. The proposed programs will follow these existing protocols for continuous improvement.

Facilities (space, equipment, instructional materials)

Criterion 1030.60(a)(5) provides that the institution shall have adequate and suitable space, equipment and instructional materials to provide education of suitable quality.

Judson University's main campus is located seven miles away from the off-campus GE Capital site. For these programs, student support services will be located at the main campus. During orientation, advisors will be introduced to the students and then will be available to them by phone, email, or appointment. The program director will also visit the site to monitor students' needs and concerns. The proposed programs will be offered to the employees at General Electric at the General Electric Capital building in Hoffman Estates, Illinois. The classroom space and computer resources are sufficient for this program. Technical support is also readily available 24 hours a day, seven days a week.

The Benjamin P. Browne Library collection includes eBooks, reference books, periodicals, and online databases. All databases, e-books, and the Judson catalog are available 24 hours a day, seven days a week. The online databases include: Lexis-Nexis; Business Source Premier; ValueLine; Academic Search Premier; and Expanded Academic ASAP. The library has approximately 3,540 business-related books and 3,250 business-related periodicals. The library offers interlibrary loan, research assistance, and information literacy instruction. Judson also belongs to a consortium of 85 academic libraries throughout Illinois.

Faculty and Staff

Criterion 1030.60(a)(6) provides that the education, experience, and other qualifications of directors, administrators, supervisors, and instructors shall ensure that the students will receive education consistent with the objectives of the program.

The University has identified institutional policies that ensure academic professionals hired possess the training, credentials, and other related qualifications in order to provide instruction at the institution. Faculty teaching in the proposed program will have the appropriate qualifications. A formal faculty evaluation process is in place.

Fiscal/Personnel Resources

Criterion 1030.60(a)(8) provides that fiscal and personnel resources shall be sufficient to permit the institution to meet obligations to continuing programs while assuming additional resource responsibilities for the new program.

The University has submitted fiscal plans indicating tuition revenue exceeds, and will continue to exceed, operating expenditures beginning in the second year of the proposed programs.

Accreditation/Licensure

The proposed programs do not require specialized accreditation or licensure. Judson is a member of the International Assembly for Collegiate Business Education (IACBE) and plans to seek accreditation within two years.

Program Information

Criterion 1030.60(a)(7) provides that the information the institution provides for students and the public shall accurately describe the degree programs offered, program objectives, length of program, schedule of tuition, fees, and all other charges and expenses necessary for completion of the course of study, cancellation and refund policies, and such other material facts concerning the institution and the program or course of instruction as are likely to affect the decision of the student to enroll. This information, including any enrollment agreements or similar agreements, shall be available to prospective students prior to enrollment.

Detailed admission and program descriptions submitted as part of the applications provide information regarding University's policies, fees, and related requirements necessary to enable prospective students to make an informed decision to enroll in the program.

Staff Conclusion

The staff concludes that Judson University and its proposed degree programs meet the criteria in Sections 1030.30 and 1030.60 of the rules to implement. The Private College Act (110 ILCS 1005) and The Academic Degree Act (110 ILCS 1010) and the Illinois Board of Higher Education policies pertaining to assessment and accreditation for licensure.

Robert Morris University-Illinois
401 South State Street
Chicago, IL 60605
President: Ms. Mablene Krueger

Proposed Program Title in Region of Authorization: Bachelor of Science in General Science in the Chicago Region.

Projected Enrollments: Robert Morris University-Illinois projects enrollment of 20 students in the first year, rising to 30 students in the fifth year.

Proposed Program Title in Region of Authorization: Master of Science in Human Performance in the Chicago Region.

Projected Enrollments: Robert Morris University-Illinois projects enrollment of 30 students per year for each cohort.

Institutional Accreditation: Robert Morris University-Illinois is regionally accredited by the Higher Learning Commission.

Background and History

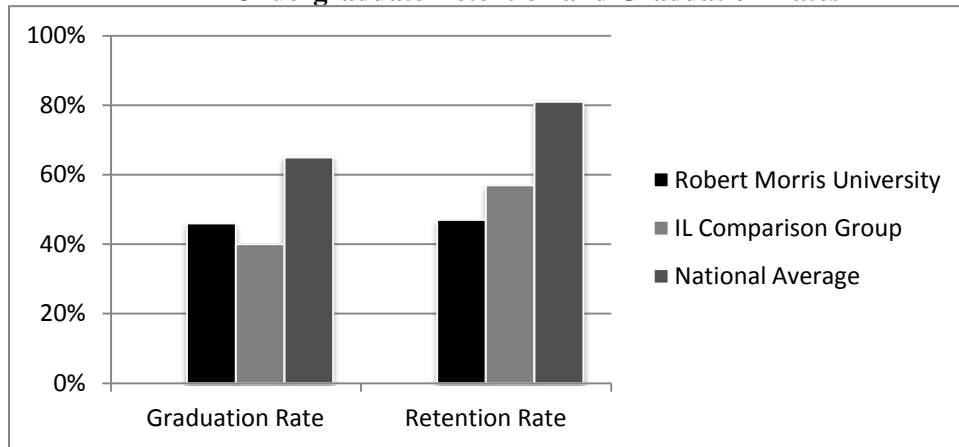
Robert Morris University-Illinois, formerly named Robert Morris College, was founded in 1965 as a private not-for-profit institution offering liberal arts and vocational programs in business and allied health professions. In 1975, Robert Morris College moved to Chicago and merged with the Moser School of Business. In 1991, it awarded its first bachelor's degree in Business Administration. In April 2009, the institution changed its name to Robert Morris University-Illinois (RMU or the University). With these applications, the University is seeking approval to offer a Bachelor of Science in General Science and a Master of Science in Human Performance in the Chicago Region.

Institutional Data

Criterion 1030.30(a)(2)(D) provides that success in student progression and graduation, and success rates in programs preparing students for certification and licensure, shall be consistent with expectations in higher education and the appropriate related field of study. At a minimum, the Board shall consider the following factors, based on results for similar institutions: (i) Graduation rates, degree completion rates, retention rates, and pass rates for licensure and certification. (ii) Success rate, which shall be, at a minimum, higher than that of the lowest quartile of these measures for similar Illinois institutions defined as open versus competitive enrollment institutions and primarily associate versus primarily baccalaureate granting institutions. Exceptions may be made to the lowest quartile if an institution is above the national average for these measures using the same comparison categories of institutions.

This section includes information about institutional and student success measures for each institution seeking program approval. The institution's rates will be compared to Illinois institutions from within a select comparison group and against the national standards or averages. For a proposed undergraduate program, this section will include undergraduate graduation rates, first-to-second year retention rates, student loan default rates, and any applicable licensure passage rates. For a proposed graduate program, this section will primarily focus on student loan default data since this measure also includes graduate students in the calculation.

Undergraduate Retention and Graduation Rates



Source: National System for Education Statistics (NCES), US Department of Education Note: Robert Morris University–Illinois is in the full-time four year Illinois comparison group. Higher percentages are positive indicators.

Undergraduate Graduation Rate

RMU's 2013 graduation rate was 46 percent. The 2013 average graduation rate among comparable Illinois institutions was 40 percent and the national average for not-for-profit institutions was 65 percent. The graduation rate measures the rate at which entering freshmen graduate within 150 percent of normal program length. Data are provided for six-year graduation rates for first-time, full-time bachelor's degree-seeking students and three-year graduation rates for full-time associate degree-seeking students. The national standard for graduation rates is reported annually by the National Center for Education Statistics (NCES).

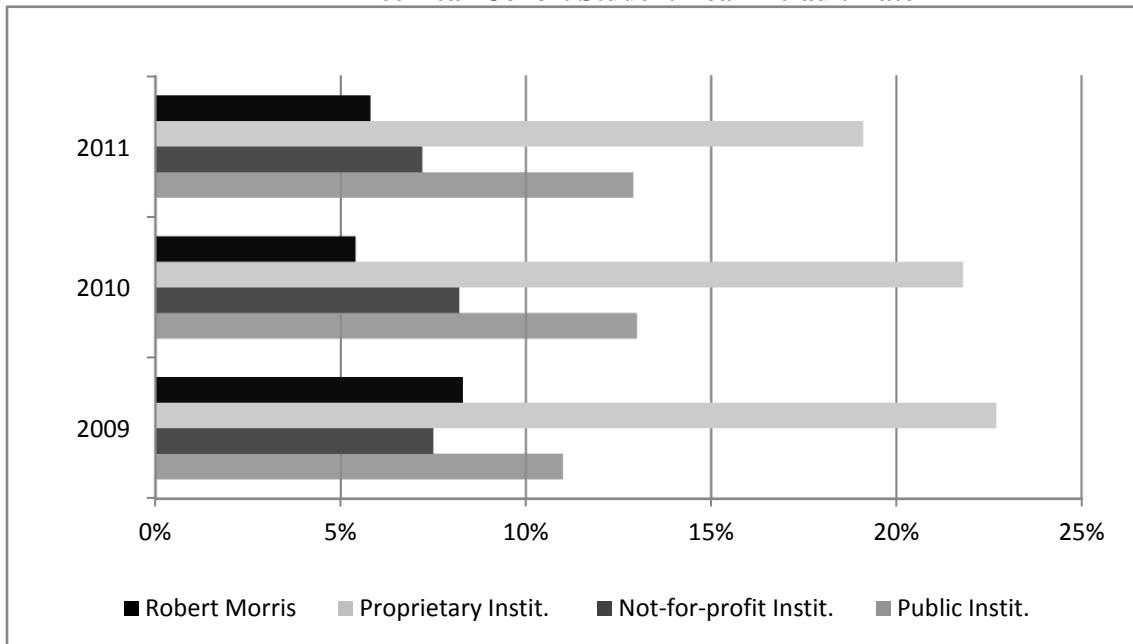
Undergraduate Retention Rate

RMU's 2012-13 retention rate was 47 percent. The 2013 average retention rate for comparable Illinois institutions was 57 percent and the national average for not-for-profit institutions was 81 percent. Retention rates examine the percentage of first-time degree seeking students enrolled in the fall of the prior year that are still enrolled in the fall of the current year. The national standard for retention rates is reported annually by the National Center for Education Statistics (NCES).

Undergraduate Completions per 100 FTE

RMU's 2013 completions per 100 full-time equivalent enrollment (FTE) rate was 39. The average among comparable Illinois institutions was 29. The FTE data is a unit of measurement intended to represent one student enrolled full-time for one academic year. The calculation is based upon credit/contact hours offered at an institution divided by a standard minimum (12 credit hour) full-time course load. The completions per 100 FTE data are included to provide a holistic view of completions across different student populations.

Three Year Cohort Student Loan Default Rate



Source: National Center for Education Statistics (NCES), US Department of Education
Note: Robert Morris University-Illinois is a not-for-profit institution.
A lower number is a positive indicator.

Student Loan Default Rate

The three-year student loan default rate for Robert Morris University-Illinois was 5.8 percent in 2011, 5.4 percent in 2010 and 8.3 percent in 2009. The three-year cohort student loan default rate is the percentage of a school's borrowers, both undergraduate and graduate, who enter repayment on Federal Family Education Loan (FFEL) Program or William D. Ford Federal Direct Loan (Direct Loan) Program loans during a particular federal fiscal year, October 1 to September 30, and default or meet other specified conditions prior to the end of the second following fiscal year. The United States Department of Education stated that the Fiscal Year 2011 three-year national cohort default rate was 13.7 percent. The Fiscal Year 2011 three-year national cohort average default rate breakdown by institutional sector is: 12.9 percent for public institutions, 7.2 percent for not-for-profit institutions, and 19.1 percent for proprietary institutions.

Mission and Objectives

Criterion 1030.60(a)(2) provides that the objectives for the degree program must be consistent with what the degree program title(s) implies.

Criterion 1030.60(a)(3) provides that the requested degree program shall be congruent with the purpose, goals, objectives and mission of the institution.

The proposed programs are consistent with the mission, goals, and objectives of the University. The requested degree titles are congruent with the corresponding program objectives and curricula.

Curriculum/Assessment

Criterion 1030.60(a)(4) provides that the caliber and content of the curriculum shall assure that the stated degree objectives for which the program is offered will be achieved.

Admission

Bachelor of Science in General Science

Applicants for admission must have attained a high school diploma as evidenced by official transcripts, documentation of a passing General Educational Development (GED) test score, or be a candidate with military documentation of high school equivalency. The following materials may also be considered when making admissions decisions: work or community service experience; standardized examination results; and demonstration of the character necessary for success. For those students who are 23 years and older, the following materials are considered: high school diploma, GED score, or associate's degree; ACT, SAT, Applied Education Skills Assessment (AESA), or CLEP scores; and evidence of successful employment experience. The University grants prior learning credit for industry certifications and work experience and accepts transfer credit earned from accredited institutions on a case-by-case basis.

Master of Science in Human Performance

Applicants must have a bachelor's degree from an accredited college or university as evidenced by official transcripts. The following materials may also be considered when making admissions decisions: overall 2.75 GPA or higher and a 3.0 GPA in science courses; completed RMU health form; provider-level CPR card; and ability to pass a criminal background check. The following specified courses must have been taken in the past five years with a C or higher grade: College Algebra or higher, Statistics; Anatomy and Physiology; Exercise Physiology; and Biology (preferred, not required). Students without an undergraduate health science background are required to complete eight quarter hours of undergraduate Anatomy and Physiology and Exercise Physiology. Up to 12 quarter hours (nine semester credit hours) completed at a B level or higher may be accepted as transfer credit. No credit for life experience or proficiency examinations will be applied to this graduate program.

Curriculum

Bachelor of Science in General Science

The Bachelor of Science (BS) in General Science is a pre-professional program designed to enhance students' critical thinking, advanced inquiry and reasoning skills, and scientific understanding. The proposed program prepares students for careers in a variety of scientific fields such as health care, community action, and research, as well as application to graduate programs. The BS in General Science requires 98 quarter hours in science and a total of 190 quarter credit hours (72 quarter hours are upper-division courses). The curriculum includes four components: general science core; scientific inquiry core; electives; and quantitative literacy courses. The general science core will provide students with specific foundational knowledge in biology, chemistry, organic chemistry, biochemistry, and physics. The capstone course will provide students with an opportunity to solve a scientific problem using concepts that span several topic areas in general sciences with a focus on a particular field. For the capstone course, students will write a thesis and present the research to a review committee. An experiential learning experience is also required for all students.

Master of Science in Human Performance

The Master of Science (MS) in Human Performance is a 56 quarter hour program designed to prepare students for professional careers in the field of exercise science and athletic performance. The program is cohort based and can be completed in seven academic quarters. The proposed program will prepare students for careers as certified specialists in settings such as high schools, universities, professional sports teams, or elite fitness facilities. The curriculum consists of core requirements and two internships. The following certification examinations can be accomplished during the second half of the program: Certified Strength and Conditioning Specialist (CSCS) certification exam; Cardiopulmonary Resuscitation (CPR) and Automated External Defibrillator (AED) certification; Registered Clinical Exercise Physiology exam (RCEP); and Certified International Society of Sports Nutrition (CISSN) exam. Although students will find these certificates beneficial for employment opportunities, the certificates are not a mandatory component of the program. For the capstone course, students will design an exercise and nutrition program for a specific audience, write a thesis, and present the research to a review committee.

Assessment of Student Learning

RMU has established policies and practices in place for the assessment of student learning. The institution's approach incorporates direct and indirect measures administered periodically throughout the academic program. Direct assessment measures include: quizzes, tests, individual and group projects, faculty evaluation of experiential learning, course-level learning assignments, and criterion-referenced evaluation of the nine required RMU universal competencies. Indirect assessments include: formal student evaluations of faculty and courses; retention; graduation and time-to-completion rates; employer evaluation of student performance on externships/practica; national student and faculty engagement surveys; graduate exit surveys; and employer and alumni surveys.

Program Assessment

The University has a clearly articulated assessment plan to determine the overall effectiveness of its programs and the degree to which students' needs are being met. The standing faculty curriculum committee conducts an annual assessment of student learning by evaluating samples of student work using established outcome statements, rubrics, and standardized assignments. The proposed programs will follow these existing protocols for continuous improvement.

Facilities (space, equipment, instructional materials)

Criterion 1030.60(a)(5) provides that the institution shall have adequate and suitable space, equipment and instructional materials to provide education of suitable quality.

The proposed programs will be housed at the Chicago campus of the University. Existing classroom space and computer resources are sufficient for these programs. Two external facilities will be utilized for the MS in Human Performance program: a cadaver laboratory located at Rush University; and the hydrostatic weighing station located at the University of Illinois at Chicago. Adequate technical support is also available for both programs.

RMU's Information Technology Library is a multi-site, system-wide educational resource located at each of the institution's campuses. Library services and bibliographic search systems are online; an automated catalog and circulation system networks the campuses and facilitates intercampus use of the resources. The University-wide collection includes eBooks, audio items, and online databases. The RMU library currently exceeds 236,000 items in its full collection and holds subscriptions to 44

electronic databases. The library resource acquisition budget for the proposed BS in General Science program includes an initial commitment of \$20,000 followed by an annual acquisition budget of \$5,000 for years two through five. The library resource acquisition budget for the proposed MS in Human Performance program includes an initial commitment of \$10,000 followed by an annual acquisition budget of \$7,500 for years two through five. RMU is also a member of the Consortium of Academic and Research Libraries in Illinois.

Faculty and Staff

Criterion 1030.60(a)(6) provides that the education, experience, and other qualifications of directors, administrators, supervisors, and instructors shall ensure that the students will receive education consistent with the objectives of the program.

The University has identified institutional policies that ensure academic professionals hired possess the training, credentials, and other related qualifications in order to provide instruction at the institution. Faculty teaching in the proposed program will have the appropriate qualifications. A formal faculty evaluation process is in place.

Fiscal/Personnel Resources

Criterion 1030.60(a)(8) provides that fiscal and personnel resources shall be sufficient to permit the institution to meet obligations to continuing programs while assuming additional resource responsibilities for the new program.

The University has submitted fiscal plans indicating tuition revenue exceeds, and will continue to exceed, operating expenditures beginning in the second year of the proposed programs.

Accreditation/Licensure

The proposed BS in General Science does not require specialized accreditation or licensure.

The proposed MS in Human Performance does not require specialized accreditation or licensure; however, RMU plans to seek accreditation from the National Strength and Conditioning Association-Education Recognition Program (NSCA-ERP) within the first year.

Program Information

Criterion 1030.60(a)(7) provides that the information the institution provides for students and the public shall accurately describe the degree programs offered, program objectives, length of program, schedule of tuition, fees, and all other charges and expenses necessary for completion of the course of study, cancellation and refund policies, and such other material facts concerning the institution and the program or course of instruction as are likely to affect the decision of the student to enroll. This information, including any enrollment agreements or similar agreements, shall be available to prospective students prior to enrollment.

Detailed admission and program descriptions submitted as part of the applications provide information regarding University's policies, fees, and related requirements necessary to enable prospective students to make an informed decision to enroll in the program.

Staff Conclusion

The staff concludes that Robert Morris University-Illinois and its proposed degree programs meet the criteria in Sections 1030.30 and 1030.60 of the rules to implement. The Private College Act (110 ILCS 1005) and The Academic Degree Act (110 ILCS 1010) and the Illinois Board of Higher Education policies pertaining to assessment and accreditation for licensure.

Fox College
6640 South Cicero Street
Bedford Park, IL 60638
President: Mr. Carey Cranston

Proposed Program Title in Region of Authorization: Associate in Applied Science in Occupational Therapy Assistant in the South Metro Region

Projected Enrollments: Fox College projects enrollments of 20 students in the first year, rising to 90 students by the fifth year.

Institutional Accreditation: Fox College is regionally accredited by the Higher Learning Commission.

Background and History

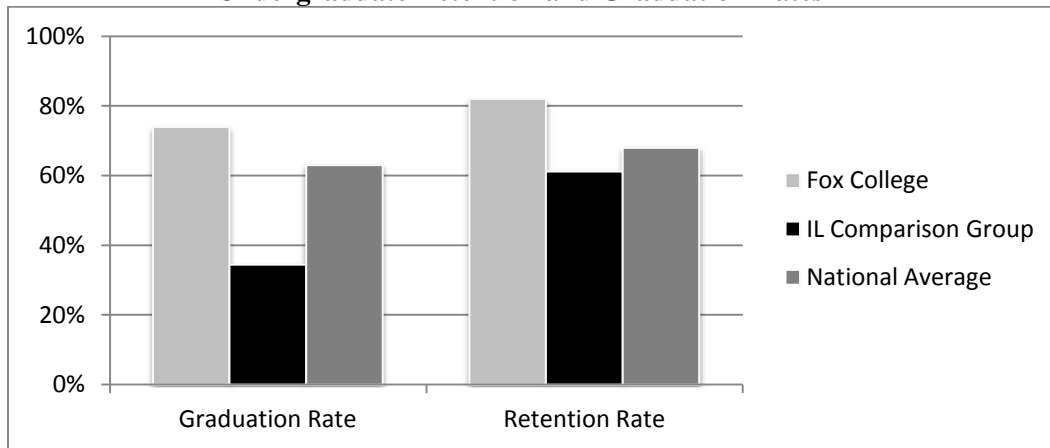
Fox College (the College) is a for-profit higher education institution offering diploma and associate's level degree programs in business, design and technology, and healthcare. Founded in 1932, the institution is a subsidiary of Bradford Schools, Inc., a family-owned enterprise of more than 30 years. With this proposal, the College is seeking approval to offer the Associate in Applied Science in Occupational Therapy Assistant (OTA) in the South Metro Region.

Institutional Data

Criterion 1030.30(a)(2)(D) provides that success in student progression and graduation, and success rates in programs preparing students for certification and licensure, shall be consistent with expectations in higher education and the appropriate related field of study. At a minimum, the Board shall consider the following factors, based on results for similar institutions: (i) Graduation rates, degree completion rates, retention rates, and pass rates for licensure and certification. (ii) Success rate, which shall be, at a minimum, higher than that of the lowest quartile of these measures for similar Illinois institutions defined as open versus competitive enrollment institutions and primarily associate versus primarily baccalaureate granting institutions. Exceptions may be made to the lowest quartile if an institution is above the national average for these measures using the same comparison categories of institutions.

This section includes information about institutional and student success measures for each institution seeking program approval. The institution's rates will be compared to Illinois institutions from within a select comparison group and against the national standards or averages. For a proposed undergraduate program, this section will include undergraduate graduation rates, first-to-second year retention rates, student loan default rates, and any applicable licensure passage rates. For a proposed graduate program, this section will primarily focus on student loan default data since this measure also includes graduate students in the calculation.

Undergraduate Retention and Graduation Rates



Source: National System for Education Statistics (NCES), US Department of Education

Note: Fox College is in the associates-granting Illinois comparison group.

Higher percentages are positive indicators.

Undergraduate Graduation Rate

Fox College's 2013 graduation rate was 74 percent and the average for Illinois comparison group was 34.5 percent. The national 2013 average graduation rate for two year proprietary institutions was 63 percent. The graduation rate measures the rate at which entering freshmen graduate within 150 percent of normal program length. Data are provided for six-year graduation rates for full-time bachelor's degree-seeking students and three-year graduation rates for full-time associate degree-seeking students. The national standard for graduation rates is reported annually by the National Center for Education Statistics.

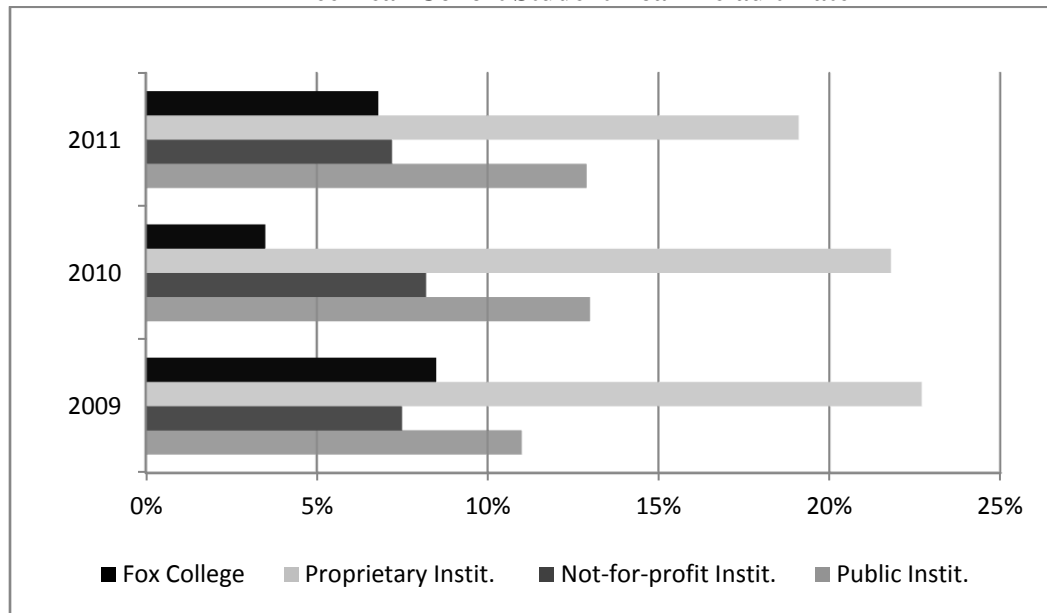
Undergraduate Retention Rate

Fox College's 2012-2013 retention rate was 82 percent and the average for the Illinois comparison group was 61.2 percent. The national average retention rate for two year proprietary institutions in 2013 was 68 percent. Retention rates examine the percentage of first-time degree seeking students enrolled in the fall of the prior year that are still enrolled in the fall of the current year. The national standard for retention rates is reported annually by the National Center for Education Statistics.

Undergraduate Completions per 100 FTE

Fox College's 2013 completions per 100 full-time equivalent enrollment (FTE) was 58. The average among comparable Illinois institutions was 34.9. The FTE data is a unit of measurement intended to represent one student enrolled full-time for one academic year. The calculation is based upon credit/contact hours offered at an institution divided by a standard (12 credit hour) full-time course load. The completions per 100 FTE data attempts to provide a holistic view of completions across different student populations.

Three Year Cohort Student Loan Default Rate



Source: National Center for Education Statistics (NCES), US Department of Education

Note: Fox College is a proprietary institution

A lower number is a positive indicator.

Student Loan Default Rate

The three-year student loan default rate for Fox College was 6.8 percent in 2011, 3.5 percent in 2010 and 8.5 percent in 2009. The three-year cohort student loan default rate is the percentage of a school's borrowers, both undergraduate and graduate, who enter repayment on Federal Family Education Loan (FFEL) Program or William D. Ford Federal Direct Loan (Direct Loan) Program loans during a particular federal fiscal year, October 1 to September 30, and default or meet other specified conditions prior to the end of the second following fiscal year. The United States Department of Education stated that the Fiscal Year 2011 three-year national cohort default rate was 13.7 percent. The Fiscal Year 2011 three-year national cohort average default rate breakdown by institutional sector is: 12.9 percent for public institutions; 7.2 percent for not-for-profit institutions; and 19.1 percent for proprietary institutions.

Mission and Objectives

Criterion 1030.60(a)(2) provides that the objectives for the degree program must be consistent with what the degree program title(s) implies.

Criterion 1030.60(a)(3) provides that the requested degree program shall be congruent with the purpose, goals, objectives and mission of the institution.

The College's mission is to combine "general education and professional education in applied programs that prepare motivated students for success in specialized careers" in a changing world. The College provides a structured educational experience that focuses on critical thinking, interactive teamwork, communication competence, and technological proficiency. The proposed program is consistent with the mission, goals, and objectives of Fox College. The requested degree title is congruent with the corresponding degree program objectives and curriculum.

Curriculum/Assessment

Criterion 1030.60(a)(4) provides that the caliber and content of the curriculum shall assure that the stated degree objectives for which the program is offered will be achieved.

Admission

The basic requirement for admission to Fox College is graduation from a valid high school, private school, or equivalent. Applicants are admitted for enrollment primarily on the basis of previous scholastic records as evidenced by a transcript of work completed in high school or college. The following materials may also be considered when making admissions decisions: GED scores, standardized test scores, writing samples/essays, relevant work or volunteer experience, interview and reading comprehension test scores. Applicants for the Occupational Therapy Assistant program must also demonstrate an aptitude for, and interest in, a career in Occupational Therapy.

Upon acceptance, students may request review of transfer credits toward degree completion. A maximum of 25 semester credits will be accepted in transfer for students who have completed less than a bachelor's degree. Students who have earned a bachelor's degree and satisfactorily completed the transferable general education core curriculum of the Illinois Articulation Initiative at any participating college or university in Illinois will be granted credit toward fulfilling Fox College's general education requirements. Fox College does not grant life experience credit and does not accept transfer credit earned from any of these sources at another institution.

Curriculum

The proposed program requires 76 semester credit hours, 18 of which are general education courses taken in the first semester. The technical (OTA) portion of the program is four semesters over 16 months. The program length is a total of 20 months and five full semesters including general education coursework. This number of credits and length of time are comparable to other OTA programs and allows for a graded progression of learning toward completion of the Associates of Applied Science in Occupational Therapy Assistant. The OTA program is comparable to the Physical Therapist Assistant (PTA) program at Fox College, which occurs over an 18-month period of time. The program length is needed to achieve expected learning goals and program outcomes, as well as to ensure readiness for employment as an OTA. Graduates of the program will be eligible to take the National Board of Certification of Occupational Therapy (NBCOT) examination which is required for employment in Illinois as an Occupational Therapy Assistant.

Assessment of Student Learning

Assessment of student learning in the proposed OTA program is designed around an institutional framework for student learning comprised of the following objectives: (1) use career-driven knowledge and applied skills to solve practical problems effectively in the workplace; (2) build a base of intellectual inquiry that will improve the student's critical thinking skills, expand communication effectiveness, and promote social interaction in a diverse society; (3) use technological resources to enhance theoretical learning and analytical reasoning; and (4) develop a level of professionalism that instills the disciplines essential for success as a lifelong learner in the workplace. These core objectives, along with accreditor-recommended competencies for professionals in the field, are embedded within an overall assessment plan for student learning. Examples of assessments include class participation, projects, exams, problem-based learning tasks, and clinical experiences. Instructors use these and other methods to evaluate student progress at various transition points throughout the program. This assessment system provides critical information that assures employers, as well as the College, that students have achieved the requisite aptitudes, skills, and knowledge.

Program Assessment

Fox College has a clearly articulated assessment plan, aligned to institutional goals, to determine the overall effectiveness of its programs and the degree to which students' needs are being met. The proposed OTA program will follow these existing program assessment protocols. Faculty and administrators in each academic program area assess existing program practices relative to institutional outcomes and refine standard practices for assessing student learning outcomes to improve student success. Data on student learning outcomes are collected at the course and program level, and whenever possible, interpreted over time to identify important trends. Other relevant data such as placement rates, student satisfaction, student retention, faculty end-of-course evaluations, advisory board reviews of curricula, employer surveys, and graduate surveys are used to inform the institution's self-study efforts and overall strategic planning. For the proposed program, the results of graduates' national and regional certification exams, as well as licensure rates, will be used as part of continuous improvement efforts.

Facilities (space, equipment, instructional materials)

Criterion 1030.60(a)(5) provides that the institution shall have adequate and suitable space, equipment and instructional materials to provide education of suitable quality.

The proposed program will be hosted at the Midway Campus of Fox College at 6640 South Cicero Avenue. Currently the Midway campus has 20,000 square feet of space. The physical and equipment requirements of an Occupational Therapy Assistant Program are explicitly defined by the Accreditation Council for Occupational Therapy Education (ACOTE) and will be followed closely in the construction of the laboratory and classroom space when approvals are received. Fox College has experience in building complex educational facilities for its Veterinary Technician and Physical Therapist Assistant programs, both of which have extensive facilities requirements dictated by the relevant specialized accrediting bodies.

The Kapelinski Library at Fox College includes books, journals, and online resources relevant to the proposed program. In addition, the College expects to add program-specific volumes, periodicals, and other acquisitions as required by the programmatic accreditor. As is the case in existing programs, decisions about acquisitions will be driven by the program instructors and facilitated by the librarian. The library houses 28 computer workstations that are linked to the College's databases and have Internet access. These computers augment the others available for student use in the College's four computer labs. This structure allows students to access online library resources both in the library and/or from any of the College's five other computer labs. In addition, Fox College is a member of the Metropolitan Library System (MLS), a consortium of suburban libraries in the south, southwest, and west suburbs. MLS membership gives Fox College students access to the full catalog of all member libraries and privileges to the extent that materials are available.

Faculty and Staff

Criterion 1030.60(a)(6) provides that the education, experience, and other qualifications of directors, administrators, supervisors, and instructors shall ensure that the students will receive education consistent with the objectives of the program.

Fox College has identified policies that ensure faculty and other academic professionals have the appropriate training, credentials, and other related qualifications to support its proposed associate's program. The College's instructors have appropriate degrees and experience commensurate with their areas of instruction. A faculty review process is in place.

Fiscal/Personnel Resources

Criterion 1030.60(a)(8) provides that fiscal and personnel resources shall be sufficient to permit the institution to meet obligations to continuing programs while assuming additional resource responsibilities for the new program.

Fox College has submitted fiscal plans indicating tuition revenue exceeds, and will continue to exceed operating expenditures, beginning in the first year of the proposed program.

Accreditation/Licensure

The Occupational Therapy Assistant program has applied for accreditation by the ACOTE of the American Occupational Therapy Association (AOTA). Graduates of the program are eligible to take the National Board of Certification of Occupational Therapy examination (NBCOT). To be eligible to sit for the examination, students must graduate from an accredited program. Fox College expects to receive accreditation by the completion of coursework for the first cohort of students.

Program Information

Criterion 1030.60(a)(7) provides that the information the institution provides for students and the public shall accurately describe the degree programs offered, program objectives, length of program, schedule of tuition, fees, and all other charges and expenses necessary for completion of the course of study, cancellation and refund policies, and such other material facts concerning the institution and the program or course of instruction as are likely to affect the decision of the student to enroll. This information, including any enrollment agreements or similar agreements, shall be available to prospective students prior to enrollment.

Detailed admission and program descriptions submitted as part of the application provide information regarding college policies, fees, and related requirements necessary to enable prospective students to make an informed decision to enroll in the program. Identical information is also available on the College's website.

Staff Conclusion

The staff concludes that Fox College and its proposed degree program meet the criteria in Sections 1030.30 and 1030.60 of the rules to implement The Private College Act (110 ILCS 1005) and The Academic Degree Act (110 ILCS 1010) and the Illinois Board of Higher Education policies pertaining to assessment and accreditation for licensure.

J'Renee College
415 Airport Road
Elgin, IL 60123
President: Ms. Juanita Macklin

Proposed Program Title in Region of Authorization: Associate of Science in Nursing in the Fox Valley Region

Projected Enrollments: J'Renee College estimates enrollment in this program of 130 students in the first year rising to 280 students by the fifth year.

Institutional Accreditation: J'Renee College is nationally accredited by the Accrediting Council for Continuing Education and Training (ACCET). The institution has also submitted timelines and plans for seeking regional accreditation through the Higher Learning Commission (HLC).

Background and History

J'Renee College (the College), operating in Illinois since 2004 as J'Renee Career Facilitation, is a private, for-profit institution of higher education. The College has been in operation as a Private, Business and Vocational School (PBVS) since 2004, offering applied health, Certified Nursing Assistant (CNA), and Licensed Practical Nurse (LPN) programs. The College's targeted population is the adult learner residing in the metropolitan Chicago area and seeking associate degrees in nursing. The College was granted operating authority in the Fox Valley Region in April 2015. With this application, the College is requesting approval to offer an Associate Degree in Nursing.

Mission and Objectives

Criterion 1030.60(a)(2) provides that the objectives of the degree program must be consistent with what the degree program title implies.

Criterion 1030.60(a)(3) provides that the requested degree program shall be congruent with the purpose, goals, objectives, and mission of the institution.

The mission of J'Renee College is to "provide a superior education to a diverse student population in both vocational and degree-seeking endeavors to positively impact all aspects of healthcare employment." The proposed program is consistent with the mission, goals, and objectives of the institution.

Curriculum/Assessment

Criterion 1030.60(a)(4) provides that the caliber and content of the curriculum shall assure that the stated degree objectives for which the program is offered will be achieved.

Admission

J'Renee College has an open-door admission policy. Each prospective nursing applicant must submit the following: a high school diploma or equivalent; three reference letters; valid certified nurse assistant (CNA) certification; a current CPR certification; proof of immunizations; and proof of personal medical and liability insurance. Applicants wishing to transfer prerequisite credit must provide official transcripts with evidence of passing comparable classes with at least a "C". Applicants to nursing programs must also pass a drug screening and must submit a maximum of 500-word personal essay

describing personal and professional goals. J'Reneé College plans to support a stackable credential path for Nursing; students can enter the College for the Basic Nursing Assistant Training program and continue through the Practical Nursing program to the proposed associate degree program.

Applicants must take the Health Education Systems, Inc. (HESI) placement test and earn at least a 70 percent score in each area, Reading, Math, Science and English. Applicants not achieving the minimum score may be admitted to the Nursing Program with an “at risk student” status; at risk students are required to take the J'Reneé College National Council Licensure Exam (NCLEX) Review Course before sitting for their NCLEX state board exam.

Curriculum

The objective of the Associate of Science in Nursing is to prepare graduates to become licensed Registered Nurses. Students are required to complete 74 semester credit hours of course work including 35 hours of general education and foundational coursework and 39 hours of Nursing core coursework with associated clinical/practicum hours. Core courses include: Microbiology; Nursing Informatics; Pharmacological Concepts; Medical Surgical Nursing I-III; Mental Health Nursing; Pediatrics; and Maternal Nursing. The program combines theory, simulation laboratory training, on-site patient care, and off-site clinical experience in hospitals, long-term care facilities, and community health care settings.

Assessment of Student Learning

The College has policies and practices in place for the direct assessment of student learning. For each course, the institution has designated learning outcomes and from those outcomes faculty develop corresponding lesson objectives, learning activities, and evaluative criteria. The College utilizes HESI to assist in the evaluation of student progress in nursing programs. HESI provides the College faculty and students information regarding industry standards and national averages on probability of success on the NCLEX. In addition, HESI provides valuable data pertaining to all areas of the program curriculum by measuring students' progress towards the prescribed J'Reneé program performance objectives. The students in the Nursing Program sit for HESI assessment exams at predetermined points within the program. Results from the HESI exams allow the J'Reneé faculty committee to review course objectives and make necessary changes to the curriculum to assist students in meeting industry-set standards.

Program Assessment

The College has established policies and procedures for ongoing institutional and program-level assessment and review. Performance objectives are evaluated through the use of the J'Reneé Employer Satisfaction Surveys, HESI and NCLEX[®] exam results, student end of course questionnaires, student performance in clinical settings, and completion and placement rates. The J'Reneé Faculty Committee uses examination results, passage rates, and feedback from the students to adjust the delivery of content for courses. Completion rates, final grades, class averages, and feedback from employers, where applicable, are all used to determine if changes are needed in the course content or skills taught.

Facilities (space, equipment, instructional materials)

Criterion 1030.60(a)(5) provides that the institution shall have adequate and suitable space, equipment and instructional materials to provide education of suitable quality.

The College provides access to computer labs equipped with laptops, wireless internet, charging stations, software, and access to technical support. To augment the existing technological resources, the College plans to add at least 20 tablets and ten computers to support student learning. There are five large

classrooms with audio visual equipment, smartboards, and projectors to support the learning environment. J'Reneé also has three simulation labs, a maternity ward, an intensive care unit, and patient rooms. In addition to the current inventory, the school has added additional equipment including simulation mannequins and eight new hospital beds.

The current College library holdings include 1,000 books, 100 DVDs, and five periodicals. J'Reneé College plans to acquire an additional 300 hundred new books during the first year, 20 new books a year thereafter, and six new periodical subscriptions every year. The College has secured library agreements with Gail Borden Library in Elgin, Dundee Public Library, and is securing an agreement with Reach Across Illinois Library System (RAILS).

Faculty and Staff

Criterion 1030.60(a)(6) provides that the education, experience, and other qualifications of directors, administrators, supervisors, and instructors shall ensure that the students will receive education consistent with the objectives of the program.

The College has identified institutional policies that ensure academic professionals hired possess the training, credentials, and other related qualifications in order to provide instruction at the institution. Faculty teaching in the proposed programs will have the appropriate qualifications. A formal faculty evaluation process is in place.

Fiscal/Personnel Resources

Criterion 1030.60(a)(8) provides that fiscal and personnel resources shall be sufficient to permit the institution to meet obligations to continuing programs while assuming additional resource responsibilities for the new program.

The College has submitted fiscal plans indicating tuition revenues exceed, and will continue to exceed, operating expenditures for the proposed program beginning in the first year of the program.

Accreditation/Licensure

The College is currently approved by the Illinois State Board of Nursing to offer a Practical Nursing program and will seek additional approval when the associate degree program is approved by IBHE. The College has also submitted plans to pursue national programmatic accreditation through the Commission on Collegiate Nursing Education.

Program Information

Criterion 1030.60(a)(7) provides that the information the institution provides for students and the public shall accurately describe the degree programs offered, program objectives, length of program, schedule of tuition, fees, and all other charges and expenses necessary for completion of the course of study, cancellation and refund policies, and such other material facts concerning the institution and the program or course of instruction as are likely to affect the decision of the student to enroll. This information, including any enrollment agreements or similar agreements, shall be available to prospective students prior to enrollment.

Detailed admission and program descriptions submitted as part of the application provide information regarding the College's policies, fees, and related requirements necessary to enable prospective students to make an informed decision to enroll in the program.

Staff Conclusion

The staff concludes that J'Renee College meets the criteria in Sections 1030.30 and 1030.60 of the rules to implement The Private College Act (110 ILCS 1005) and The Academic Degree Act (110 ILCS 1010) and the Illinois Board of Higher Education policies pertaining to assessment and accreditation for licensure.

Les Roches International School of Hotel Management
900 North Branch Street
Chicago, IL 60642
President: Mrs. Sonia Tatar

Operating Authority: Chicago Region

Proposed Program Title in Region of Authorization: Bachelor of Business Administration in International Hotel Management in the Chicago Region

Projected Enrollments: Les Roches International School of Hotel Management estimates an enrollment in this program of 64 students in the first year rising to 738 students by the fifth year.

Proposed Program Title in Region of Authorization: Postgraduate Diploma in Hospitality Administration in the Chicago Region

Projected Enrollments: Les Roches International School of Hotel Management estimates an enrollment in this program of 13 students in the first year rising to 86 students by the fifth year.

Institutional Accreditation: Les Roches International School of Hotel Management is regionally accredited by the Commission on Institutes of Higher Education of the New England Association of Schools and Colleges. This accreditation will cover all activities at the Chicago branch campus.

Background and History

Les Roches was established in Switzerland in 1954. For the first 25 years, it operated as an international high school and in 1979 changed the curriculum to that of an institution delivering hotel management courses to post-high school students. In 2000, Les Roches was acquired by Sylvan Learning Systems, which later became Laureate Education, Inc. Les Roches changed its name in 2005 to Les Roches International School of Hotel Management to reflect the global nature of its student body and the industry it serves. Today, Les Roches is part of the larger Laureate network that comprises campus-based and online accredited universities throughout Europe, North America, Latin America, and Asia. Laureate is a Baltimore-based American company that provides tertiary education to 950,000 students through a global network of more than 80 institutions in 29 countries.

In addition to its Bluche, Switzerland, home campus, Les Roches currently has three accredited branch campus locations in Marbella, Spain; Amman, Jordan; and Shanghai, China, all offering the Les Roches curriculum. With these applications, Les Roches proposes to establish a full branch campus in Chicago with programs starting in July 2016. The Les Roches Chicago branch campus will operate on the same mission, values, and standards as the Les Roches home campus in Bluche. Les Roches Chicago will co-locate with Kendall College, another Laureate institution, on Goose Island in Chicago. Instruction is planned to commence in the second half of 2016, including a Bachelor of Business Administration in International Hotel Management and a post-baccalaureate program titled Postgraduate Diploma in Hospitality Administration.

Institutional Data

Criterion 1030.30(a)(2)(D) provides that success in student progression and graduation, and success rates in programs preparing students for certification and licensure, shall be consistent with expectations in higher education and the appropriate related field of study. At a minimum, the Board shall consider the following factors, based on results for similar institutions: (i) Graduation rates, degree completion

rates, retention rates, and pass rates for licensure and certification. (ii) Success rate, which shall be, at a minimum, higher than that of the lowest quartile of these measures for similar Illinois institutions defined as open versus competitive enrollment institutions and primarily associate versus primarily baccalaureate granting institutions. Exceptions may be made to the lowest quartile if an institution is above the national average for these measures using the same comparison categories of institutions.

No institutional data are available for the Les Roches International School of Hotel Management because the Chicago location will be their first campus in the United States.

Mission and Objectives

Criterion 1030.60(a)(2) provides that the objectives for the degree program must be consistent with what the degree program title(s) implies.

Criterion 1030.60(a)(3) provides that the requested degree program shall be congruent with the purpose, goals, objectives and mission of the institution.

Les Roches' strategic objective is to make its model hospitality education available for students worldwide through campuses in select strategic locations. A Chicago branch campus will be a strategically important augmentation of the existing Les Roches campus network. The proposed programs are consistent with the purpose, goals, and objectives of the institution. The requested degree titles are in alignment with the corresponding degree program objectives and curricula.

Curriculum/Assessment

Criterion 1030.60(a)(4) provides that the caliber and content of the curriculum shall assure that the stated degree objectives for which the program is offered will be achieved.

Admission

All admission requirements for the programs at Les Roches Chicago are consistent with the global Les Roches standards. Applicants to bachelor's degree are required to have an accredited high school diploma or its equivalent, while candidates for the diploma program are required to have earned an accredited bachelor's degree and ideally also have two years of work experience. Students who are not native English speakers or who have not studied for at least the past three years in an English-speaking school must demonstrate proficiency in English with a minimum score TOEFL score of 500 or equivalent. A candidate who does not meet one of the above academic entry criteria but who can provide evidence of having worked a minimum of three years at the management level may be accepted to enter the non-credit-bearing Professional Development Diploma program.

Curriculum

Bachelor of Business Administration in International Hotel Management

The 121 semester credit hour International Hotel Management program was designed to be completed in lock-step over seven semesters of study. In the last year, students will have the opportunity to choose a specialization. These specializations include Food Retail, Stadium Catering Management, and Real Estate and Asset Management. Significant lab work is required in the practical labs during the first and second semesters (Craft-Based Learning). In semesters three and five, students will spend six months on internship in industry. Students will also be given the opportunity to study a language, choosing between French, German, Italian, or Mandarin. An honors route is offered in the BBA in parallel to the specialization. Students who are awarded a degree with honors must have successfully

completed a thesis of approximately 10,000 words that combines both primary and secondary research methods on a topic of strategic significance to hospitality, tourism, or business.

Postgraduate Diploma in Hospitality Administration

The 36 semester credit hour Postgraduate Diploma in Hospitality Administration was designed to be completed in lock-step over two semesters of study. During the second semester, students will have the opportunity to choose one of two specializations: Sustainable Facilities Management or Entrepreneurship. Significant lab work is part of the practical labs during semesters one and two (Craft-Based Learning) focused on helping students gain the basic administrative skills for hospitality operations. An integrated Events Management project will challenge students to apply knowledge gained from all courses in the program. Students will spend their third semester on internship to further develop their management competencies in hospitality. As this is a postgraduate program, there is no requirement for General Education but students are required to choose a language during their first semester of study. A candidate who does not meet all of the admissions criteria but who can provide evidence of having worked a minimum of three years at the management level may be accepted to enter the non-credit-bearing Professional Development Diploma program. These students will follow the Postgraduate Diploma program and, upon successful completion, will receive a Professional Development Diploma.

Assessment of Student Learning

Craft-based learning takes place in an industry-relevant setting where students are exposed to the realities of the hospitality environment. Learning takes place through self-reflection, repetition, and continuous instructor feedback on performance. Exams typically include essay-style questions rather than multiple-choice items. The bachelor's degree students also complete an integrated capstone project in their final semester. This major assessment involves lecturers from multiple disciplines (e.g., tourism, revenue management, finance, and marketing) and allows students to synthesize the knowledge and skills they developed over their final year of study. Student achievement of program learning outcomes is overseen by the Awards Committees, where faculty collectively decide on whether students will be granted a degree or diploma. Program-based assessment mapping ensures that programmatic learning outcomes are evaluated. The Program and Academic Committees, using documented evidence of progression to degree and graduation data, regularly discuss student achievement and may promote curriculum changes.

Program Assessment

Les Roches Chicago will adopt the Les Roches Bluche means of assessment strategies, institutional policies, and structures for continuous evaluation and improvement. Les Roches ensures that evaluation is systematic at all levels of the institution. First and foremost, academic programs are subject to a review that includes internal and external evaluators every five years. Periodic program reviews and program first validation (feasibility studies) began in 2006 and have since been used to review programs or to initiate new ones. The review process requires program teams, including faculty and the respective program managers, to review the curriculum in detail and propose changes. The review or development of new programs incorporates comparisons with outside curriculum authorities, other institutions, industry, and the views of students and graduates. The last stage of any review includes external experts who review and discuss plans for change with the program team.

Facilities (space, equipment, instructional materials)

Criterion 1030.60(a)(5) provides that the institution shall have adequate and suitable space, equipment and instructional materials to provide education of suitable quality.

The Les Roches Chicago branch campus will be established at the Riverworks campus on Goose Island in Chicago, which is the current instructional site of Kendall College. A space optimization study conducted by Ayers Saint Gross has demonstrated that the eight-story (178,041 square foot) building has a maximum capacity for 2,500 students. As the current Kendall on-campus population is 900 students, the campus leaves substantial capacity for Les Roches Chicago.

Les Roches Chicago will initially occupy 15,891 square feet of dedicated space on the eighth floor as well as 5,896 square feet of dedicated kitchen and restaurant space on the third floor; additionally, required classroom space will be shared between Kendall College and Les Roches Chicago. Les Roches Chicago students will also be able to make use of 78,407 square foot shared space that includes, but is not limited to, a lobby area, cafeteria, student services, student lounge, academic success centre, library, computer lab, fitness centre, classrooms, and outside recreational area. As Les Roches Chicago's space needs progress over time, more dedicated and shared space will be rented from Kendall College; by 2019, for example, Les Roches Chicago plans to occupy a second dedicated floor.

The library of the Les Roches home campus in Bluche subscribes to the following for research purposes: EBSCO; Emerald; ABI Inform; Mintel; the Euromonitor Global Market Information Database; and the Consumer Foodservice system. These databases will be available to students studying at Les Roches Chicago via access through the Les Roches Bluche library website. Part of the shared service agreement with Kendall College is to provide Les Roches Chicago students access to the library at Kendall, which currently has in excess of 11,000 books.

Faculty and Staff

Criterion 1030.60(a)(6) provides that the education, experience, and other qualifications of directors, administrators, supervisors, and instructors shall ensure that the students will receive education consistent with the objectives of the program.

Some academic staff will temporarily transfer from other Les Roches campuses to Chicago to launch the undergraduate and postgraduate programs at the new branch campus. The majority of the Les Roches Chicago academic staff, however, will be recruited locally and will be trained both locally and internationally at the Les Roches home campus in Switzerland. Les Roches International School of Hotel Management has identified institutional policies that ensure academic professionals hired possess the training, credentials, and other related qualifications in order to provide instruction at the institution. Faculty teaching in the proposed programs will have the appropriate qualifications. A formal faculty evaluation process is in place.

Fiscal/Personnel Resources

Criterion 1030.60(a)(8) provides that fiscal and personnel resources shall be sufficient to permit the institution to meet obligations to continuing programs while assuming additional resource responsibilities for the new program.

Les Roches International School of Hotel Management has submitted projected fiscal plans indicating that revenues from tuition and fees will exceed projected operating expenditures beginning in the first year of operation.

Programmatic Accreditation/Licensure

Neither specialized accreditation of the programs nor licensure of graduates is required.

Program Information

Criterion 1030.60(a)(7) provides that the information the institution provides for students and the public shall accurately describe the degree programs offered, program objectives, length of program, schedule of tuition, fees, and all other charges and expenses necessary for completion of the course of study, cancellation and refund policies, and such other material facts concerning the institution and the program or course of instruction as are likely to affect the decision of the student to enroll. This information, including any enrollment agreements or similar agreements, shall be available to prospective students prior to enrollment.

Detailed information and program descriptions submitted as part of the application provide accurate information regarding Les Roches International School of Hotel Management's academic policies, admissions procedures, tuition, fees, and refund policies. The materials provided on the proposed program are consistent with other information provided by the institution. The materials identify objectives, course requirements, and statements on accreditation and limitations on transferability of earned credits to other institutions.

Staff Conclusion

The staff concludes that Les Roches International School of Hotel Management and its proposed degree programs meet the criteria in Sections 1030.30 and 1030.60 of the rules to implement. The Private College Act (110 ILCS 1005) and The Academic Degree Act (110 ILCS 1010) and the Illinois Board of Higher Education policies pertaining to assessment and accreditation for licensure.

Northwestern College – Southwest
7725 South Harlem Avenue
Bridgeview, IL 60455
President: Mr. Lawrence Schumacher

Proposed Program Title: Bachelor of Business Administration and Management in the South Metro region

Projected Enrollments: Northwestern College – Southwest projects enrollment of 20 students in the first year, increasing to 82 by the fifth year.

Proposed Program Title: Bachelor of Science in Accounting in the South Metro region

Projected Enrollments: Northwestern College – Southwest projects enrollment of 20 students in the first year, increasing to 82 by the fifth year.

Proposed Program Title: Bachelor of Science in Criminal Justice in the South Metro region

Projected Enrollments: Northwestern College – Southwest projects enrollment of 20 students in the first year, increasing to 82 by the fifth year.

Proposed Program Title: Bachelor of Science in Health Information Management in the South Metro region

Projected Enrollments: Northwestern College – Southwest projects enrollment of 20 students in the first year, increasing to 82 by the fifth year.

Proposed Program Title: Proposed Program Title: Bachelor of Science in Nursing in the South Metro region

Projected Enrollments: Northwestern College – Southwest projects enrollment of 12 students in the first year, increasing to 22 by the fifth year.

Institutional Accreditation: Northwestern College – Southwest is regionally accredited by the Higher Learning Commission (HLC).

Background and History

Northwestern College (the College) is a private for-profit institution founded in 1902. The College was founded by J.F. Fish and formerly called Northwestern Business College. It started operation in Chicago, offering programs in accounting and stenography. By 1973, the College had expanded and received degree-granting status from the Illinois Board of Higher Education (IBHE) and accreditation from the Accrediting Commission for Independent Colleges and Schools (ACICS). The College opened its Southwest campus in Bridgeview in 1987 and in 1997 received regional accreditation from the Higher Learning Commission. In 2007, the institution's name was changed from Northwestern Business College to Northwestern College to reflect the wider array of program offerings beyond the field of business.

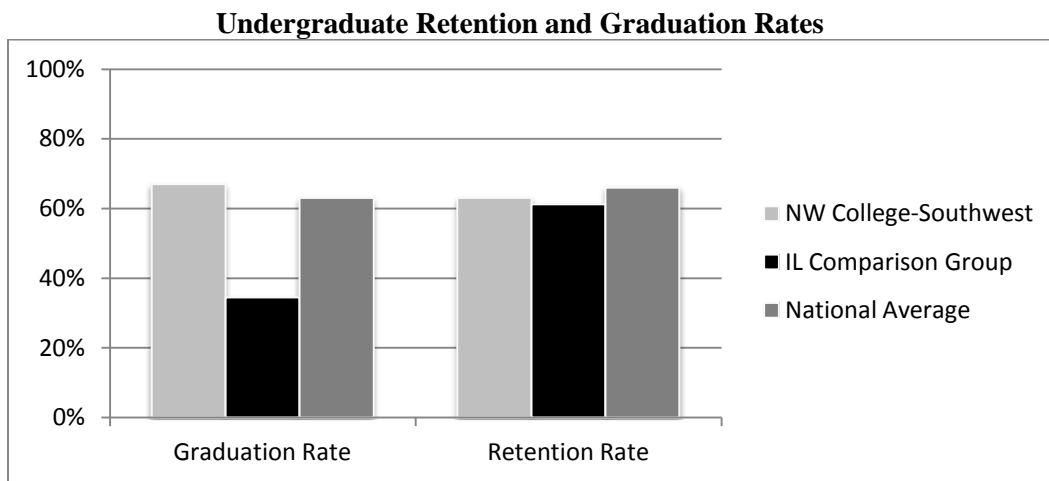
With these applications, the College will build upon existing associate degree programs in the fields of criminal justice, accounting, nursing, health information management, and business. The proposed programs represent an expansion of the College's mission to include offering baccalaureate

programs. Pending approval from the Illinois Board of Higher Education, the College will subsequently seek approval from the HLC for these programs and the concomitant change in mission.

Institutional Data

Criterion 1030.30(a)(2)(D) provides that success in student progression and graduation, and success rates in programs preparing students for certification and licensure, shall be consistent with expectations in higher education and the appropriate related field of study. At a minimum, the Board shall consider the following factors, based on results for similar institutions: (i) Graduation rates, degree completion rates, retention rates, and pass rates for licensure and certification. (ii) Success rate, which shall be, at a minimum, higher than that of the lowest quartile of these measures for similar Illinois institutions defined as open versus competitive enrollment institutions and primarily associate versus primarily baccalaureate granting institutions. Exceptions may be made to the lowest quartile if an institution is above the national average for these measures using the same comparison categories of institutions.

This section includes information about institutional and student success measures for each institution seeking program approval. The institution’s rates will be compared to Illinois institutions from within a select comparison group and against the national standards or averages. For a proposed undergraduate program, this section will include undergraduate graduation rates, first- to-second year retention rates, student loan default rates, and any applicable licensure passage rates. For a proposed graduate program, this section will primarily focus on student loan default data since this measure also includes graduate students in the calculation.



*Source: National System for Education Statistics (NCES), U.S. Department of Education
 Note: Northwestern College is in the associates-granting Illinois comparison group.
 Higher percentages are positive indicators.*

Undergraduate Graduation Rate

Northwestern College – Southwest’s 2013 graduation rate was 67 percent and the average for Illinois comparison group was 34.5 percent. The national 2013 average graduation rate for two year proprietary institutions was 63 percent. The graduation rate measures the rate at which entering freshmen graduate within 150 percent of normal program length. Data are provided for six-year graduation rates for full-time bachelor's degree-seeking students and three-year graduation rates for full-time associate

degree-seeking students. The national standard for graduation rates is reported annually by the National Center for Education Statistics.

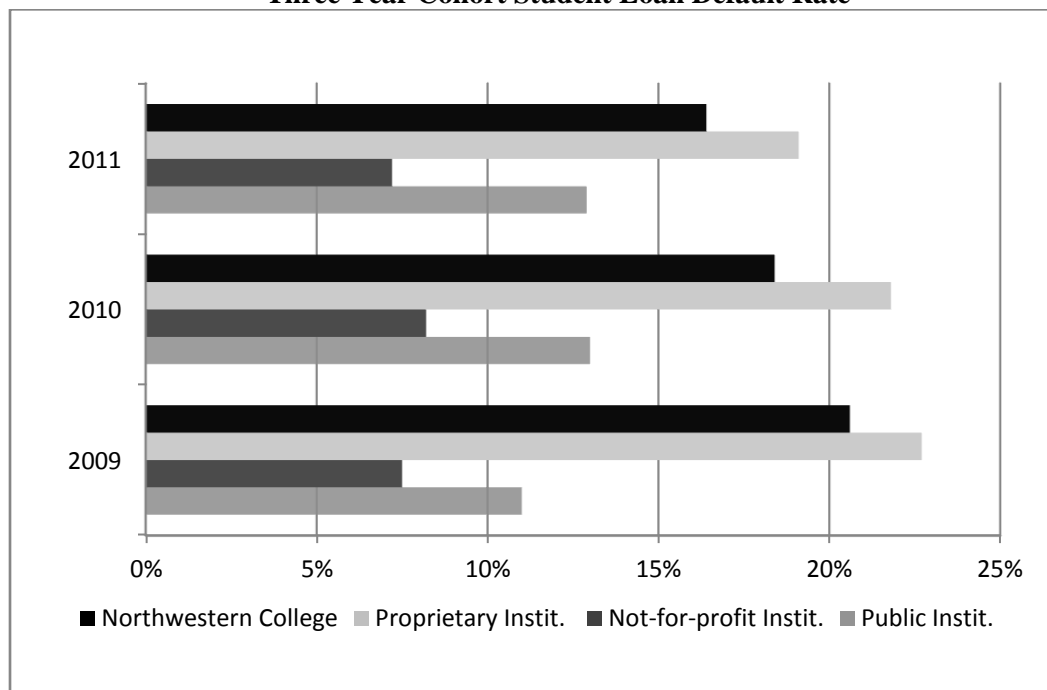
Undergraduate Retention Rate

Northwestern College – Southwest’s 2012-13 retention rate was 63 percent and the average for the Illinois comparison group was 61.2 percent. The national average retention rate for two year proprietary institutions in 2013 was 68 percent. Retention rates examine the percentage of first-time degree seeking students enrolled in the fall of the prior year that are still enrolled in the fall of the current year. The national standard for retention rates is reported annually by the National Center for Education Statistics.

Undergraduate Completions per 100 FTE

Northwestern College – Southwest’s 2013 completions per 100 FTE was 38. The average among comparable Illinois institutions was 34.9. The full-time equivalent enrollment (FTE) data is a unit of measurement intended to represent one student enrolled full-time for one academic year. The calculation is based upon credit/contact hours offered at an institution divided by a standard (12 credit hour) full-time course load. The completions per 100 FTE data attempts to provide a holistic view of completions across different student populations.

Three Year Cohort Student Loan Default Rate



Source: National Center for Education Statistics (NCES), US Department of Education

Note: Northwestern College is a proprietary institution

A lower number is a positive indicator.

Student Loan Default Rate

The three-year student loan default rate for Northwestern College was 16.4 percent in 2011, 18.4 percent in 2010, and 20.6 percent in 2009. The three-year cohort student loan default rate is the percentage of a school's borrowers, both undergraduate and graduate, who enter repayment on Federal Family Education Loan (FFEL) Program or William D. Ford Federal Direct Loan (Direct Loan) Program loans during a particular federal fiscal year, October 1 to September 30, and default or meet other specified conditions prior to the end of the second following fiscal year. The US Department of Education stated that the Fiscal Year 2011 three-year national cohort default rate was 13.7 percent. The Fiscal Year 2011 three-year national cohort average default rate breakdown by institutional sector is: 12.9 percent for public institutions; 7.2 percent for not-for-profit institutions; and 19.1 percent for proprietary institutions.

Mission and Objectives

Criterion 1030.60(a)(2) provides that the objectives of the degree program must be consistent with what the degree program title implies.

Criterion 1030.60(a)(3) provides that the requested degree program shall be congruent with the purpose, goals, objectives, and mission of the institution.

Northwestern College's mission is to encourage, prepare, and empower a diverse student body to "pursue their professional and educational goals." The College provides career-focused education to meet the needs of students who are career-oriented. The proposed baccalaureate programs will expand the institution's mission. The proposed degree titles correspond with the degree program's objectives and curriculum.

Curriculum/Assessment

Criterion 1030.60(a)(4) provides that the caliber and content of the curriculum shall assure that the stated degree objectives for which the program is offered will be achieved.

Admission

Applicants for admission to the Bachelor of Science in Nursing must have an associate degree in Nursing from an approved State Board of Nursing program. Candidates for admission must also hold a current, unencumbered license to practice as a registered nurse. Applicants may receive transfer of credit for a course completed at another regionally accredited institution provided a grade of C or higher was earned in the course and it is equivalent to a class required at Northwestern College. The class must also be college-level and credit bearing.

Applicants for admission to the other proposed baccalaureate programs must show evidence of high school graduation or hold a GED certificate. Applicants are also required to show college readiness by submitting ACT, SAT, or COMPASS scores. Applicants whose scores do not meet the minimum requirements are advised on the areas needing improvements. The College supports these applicants by offering free tutoring in focused foundational coursework to strengthen required skills. After one term, students who are successful in the remedial courses can be admitted into a degree program. Students who are unsuccessful may be considered for conditional enrollment.

Curriculum

Bachelor of Business Administration and Management

The Bachelor of Business Administration and Management will prepare students to work in the business administration and management field. The coursework will cover foundation knowledge in basic business concepts, business communicating, problem solving, and decision making. The curriculum includes 40 quarter hours of lower-division accounting courses, 52 quarter hours of General Education courses, 64 quarter hours of upper-division courses, and 25 quarter hours of other program requirements. The proposed program will have two areas of specialization: human resource management; and logistics/supply chain management. Students will be required to choose one area of specialization. The human resource management specialization is designed to prepare students to understand the key functions of human resources including development, compensation and benefits, safety and health, and employment and labor relations.

The concentration in logistics/supply chain management is designed to provide a foundation in supply chain and logistics management from local and global perspectives. Students will be qualified to earn the Certification in Transportation and Logistics (CTL) offered through the American Society of Transportation and Logistics (ASTL).

Bachelor of Science in Accounting

The Bachelor of Science in Accounting will prepare students for the Certified Management Accountant (CMA) exam. Students will learn how to prepare financial, cost, tax, governmental, and not-for-profit accounting reports as well as acquire the skills to use accounting software and tax research databases. Students will also gain the skills to analyze individual and corporate financial statements, prepare tax returns, research accounting issues, and identify and analyze corporate and industry risks. The curriculum includes 48 quarter hours of lower division accounting courses, 64 quarter hours of upper-division courses, 52 quarter hours of general education courses, and 17 quarter hours of other program requirements.

Bachelor of Science in Criminal Justice

The Bachelor of Science in Criminal Justice program will combine the study of criminal law and law enforcement. The program is designed to prepare students to understand the workings of the criminal justice system and the impact of stakeholders in its operation and to identify and analyze issues that pertain to protection of life and property. Students will learn to understand, interpret, and apply the law relating to the legal rights of individuals and the limitations on the use of powers and authority. Graduates will also learn the ethical obligations and standards that apply to the criminal justice system. The curriculum will include 36 quarter hours of lower-level core courses, 53 quarter hours of upper-division core courses, 20 quarter hours of specialization courses in corrections, 20 quarter hours of specialization courses in law enforcement, 56 quarter hours of general education courses, and 15 quarter hours of other program requirements.

Bachelor of Science in Health Information Management

The Bachelor of Science in Health Information Management is designed to prepare graduates to provide support in the management of patient health information and information systems. Graduates will gain knowledge of medical, legal, and ethical standards related to healthcare delivery. Graduates will also be qualified to sit for the Registered Health Information Administrator (RHIA) examination and meet requirements for employment in the field. The curriculum will include 44 quarter hours of lower-level

core courses, 57 quarter hours of upper-division core courses, 56 quarter hours of general education courses, and 23 quarter hours of other program requirements.

Bachelor of Science in Nursing

The proposed Bachelor of Science in Nursing (BSN) program is designed for Registered Nurses (RN) who hold an associate degree in nursing. The BSN program will provide greater opportunities for graduates to advance their careers in the nursing profession and the background for graduate study in Nursing and other healthcare disciplines. The curriculum includes 48 quarter hours of upper-division nursing courses that address professional knowledge and skills and 44 quarter hours of arts and sciences courses in humanities, fine arts, mathematics, and physical and social sciences. Students are expected to maintain a minimum cumulative GPA of 2.0 to remain enrolled in the program. Also, nursing students must maintain their unrestricted RN license.

Assessment of Student Learning

The College will assess students' learning using a variety of direct and indirect performance methods. The direct measures will include the use of exams, papers, and presentations. Students' achievement will also be measured indirectly through students, alumni, and employer surveys as well as externship and placement data. The curriculum review process will involve faculty evaluations of course design, descriptions, objectives, and performance assessments. Faculty will also be involved in developing degree-level plans for assessing students' learning achievements.

Program Assessment

Northwestern College also has college-wide assessment system at the course, program, and institutional levels. The proposed programs will undergo the review and improvement processes. The college assessment committee guides assessment plans and processes. Every degree program has stated goals and intended learning outcomes which are developed in collaboration with the faculty under the guidance of the assessment committee. The review of programs occurs at the departmental level and is conducted by program directors, program coordinators, and faculty members. Every program has an academic program advisory board that reviews program goals, mission, and curriculum to ensure that the expectations of educational quality and relevance are met.

Facilities (space, equipment, instructional materials)

Criterion 1030.60(a)(5) provides that the institution shall have adequate and suitable space, equipment and instructional materials to provide education of suitable quality.

Northwest College – Southwest has adequate facilities to support the new programs. The Bridgeview campus is equipped with sufficient classroom, laboratories, and computer labs. The College has 49 administrative rooms with about 8,888 square feet. The campus also has an auditorium, student lounge, and student advising center.

The College has library facilities to support its campuses. In 1991, the College established The Edward G. Schumacher Memorial Library to provide academic resources to students. The library is located at the Chicago campus of Northwestern College, and a branch library is located at the Bridgeview campus. Library staff are available to provide library instructions and support as well as individual reference assistance to students and faculty. The library is equipped with computers, books, journals, newspapers, photocopiers, printers, and study rooms for student use. Online databases are available to students, including CQ Researcher, EBSCOhost, CINAHL plus with Full Text, ProQuest Research

Library, FirstSearch, Salem Health, and Westlaw. Resources not available to students through the library's own holdings can be acquired through the institution's interlibrary loan partnerships.

Faculty and Staff

Criterion 1030.60(a)(6) provides that the education, experience, and other qualifications of directors, administrators, supervisors and instructors shall ensure that the students will receive education consistent with the objectives of the program.

The College has established policies to ensure that faculty hired possess the training, credentials, and other required qualifications to provide quality instructions to students. The faculty that will teach and advise in the program have relevant education and experience to advance teaching and learning in the area of study. The College also has established policies to evaluate faculty and provide feedback on students' learning outcomes.

Fiscal and Personnel Resources

Criterion 1030.60(a)(8) provides that fiscal and personnel resources shall be sufficient to permit the institution to meet obligations to continuing programs while assuming additional resource responsibilities for the new program.

The College has submitted five-year fiscal plans that show operational revenue will exceed expenditure from the second year of operation.

Accreditation/Licensure

The College will seek accreditation for its nursing program from the Commission on Collegiate Nursing Education (CCNE).

The College will seek programmatic accreditation for the baccalaureate degree in Health Information Management from the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM). The College currently holds programmatic accreditation from CAHIIM for the associate degree in Health Information Technology.

The College will seek accreditation from the Accreditation Council for Business Schools and Programs (ACBSP) to offer a bachelor program in Business Administration/Management as well as Accounting. The College currently has programmatic accreditation from ACBSP for the associate's degrees in Business Administration and Accounting. As part of the bachelor's degree in Business Administration and Management offering, the College will seek approval from the American Society for Transportation and Logistics (ASTL) to qualify students to earn the Certified in Transportation and Logistics (CTL) certification.

The College has also submitted plans to seek accreditation for the Criminal Justice program from the Academy of Criminal Justice Sciences (ACJS) for both the associate and bachelor level offerings.

Program Information

Criterion 1030.60(a)(7) provides that the information which the institution provides for students and the public shall accurately describe the degree programs offered, program objectives, length of program, schedule of tuition, fees, and all other charges and expenses necessary for completion of the course of study, cancellation and refund policies, and such other material facts concerning the institution and the

program or course of instruction as are likely to affect the decision of the student to enroll. Such information shall be available to prospective students prior to enrollment.

The College's catalog provides adequate information on the institution's academic policies, tuition, fees, and refund policies, admissions procedures, and other relevant information necessary for prospective students to make informed decisions on enrollment in the proposed programs. The materials provided in the proposals are consistent with the information in the catalog.

Staff Conclusion

The staff concludes that Northwestern College – Southwest and its proposed degree programs meet the criteria in Sections 1030.30 and 1030.60 of the rules to implement The Private College Act (110 ILCS 1005) and The Academic Degree Act (110 ILCS 1010) and the Illinois Board of Higher Education policies pertaining to assessment and accreditation for licensure.

Tribeca Flashpoint College
28 North Clark Street, 5th Floor
Chicago, IL 60602
President: Mr. Todd Steele

Proposed Program Title in Region of Authorization: Bachelor of Science in Advertising in the Chicago Region

Projected Enrollments: Tribeca Flashpoint College estimates an enrollment in this program of ten students in the first year rising to 70 students by the fifth year.

Proposed Program Title in Region of Authorization: Bachelor of Science in New Media Journalism in the Chicago Region

Projected Enrollments: Tribeca Flashpoint College estimates an enrollment in this program of ten students in the first year rising to 70 students by the fifth year.

Proposed Program Title in Region of Authorization: Bachelor of Science in Public Relations/Image Management in the Chicago Region

Projected Enrollments: Tribeca Flashpoint College estimates an enrollment in this program of ten students in the first year rising to 70 students by the fifth year.

Institutional Accreditation: Tribeca Flashpoint College is nationally accredited by the Accrediting Council for Independent Colleges and Schools (ACICS).

Background and History

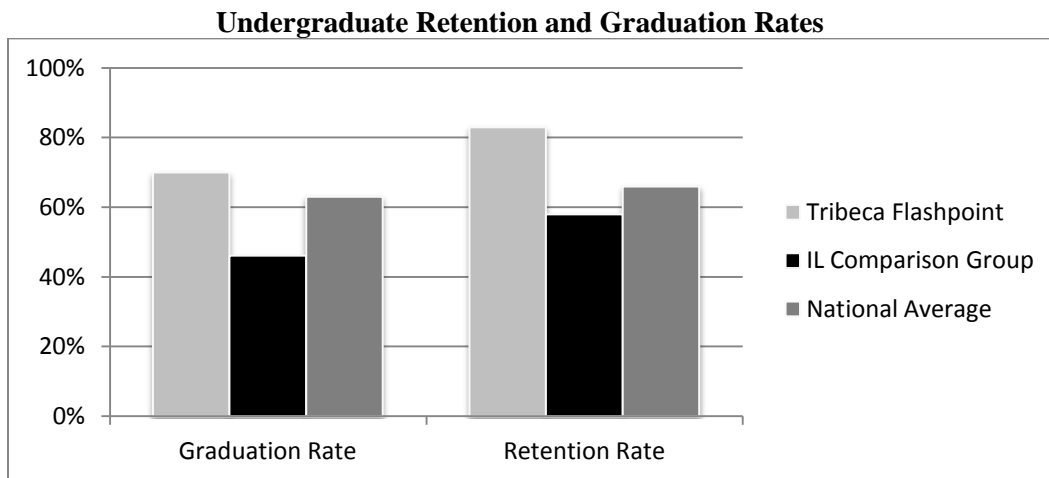
Tribeca Flashpoint College (TFC or the College) opened in 2007 in downtown Chicago as Tribeca Flashpoint Media Arts Academy. Since then, the student body has grown from 100 in 2007 to its current enrollment of more than 500 students. The Institution changed its name to Tribeca Flashpoint College in 2015. The College offers programs in Film and Broadcast, Recording Arts, Animation and Visual Effects, Game and Interactive Media, and Design and Visual Communication. The College was recently been approved for its first baccalaureate programs and with this application, continues to expand its bachelor's degree offerings in alignment with existing associate degree areas.

Institutional Data

Criterion 1030.30(a)(2)(D) provides that success in student progression and graduation, and success rates in programs preparing students for certification and licensure, shall be consistent with expectations in higher education and the appropriate related field of study. At a minimum, the Board shall consider the following factors, based on results for similar institutions: (i) Graduation rates, degree completion rates, retention rates, and pass rates for licensure and certification. (ii) Success rate, which shall be, at a minimum, higher than that of the lowest quartile of these measures for similar Illinois institutions defined as open versus competitive enrollment institutions and primarily associate versus primarily baccalaureate granting institutions. Exceptions may be made to the lowest quartile if an institution is above the national average for these measures using the same comparison categories of institutions.

This section includes information about institutional and student success measures for each institution seeking program approval. The institution's rates will be compared to Illinois institutions from within a select comparison group and against the national standards or averages. For a proposed

undergraduate program, this section will include undergraduate graduation rates, first- to-second year retention rates, student loan default rates, and any applicable licensure passage rates. For a proposed graduate program, this section will primarily focus on student loan default data since this measure also includes graduate students in the calculation.



Source: National System for Education Statistics (NCES), US Department of Education

Note: Tribeca Flashpoint is in the associates-granting Illinois comparison group.

Higher percentages are positive indicators.

Undergraduate Graduation Rate

Tribeca Flashpoint College’s 2013 graduation rate was 70 percent and the average for Illinois comparison group was 46.1 percent. The national 2013 average graduation rate for two year proprietary institutions was 63 percent. The graduation rate measures the rate at which entering freshmen graduate within 150 percent of normal program length. Data are provided for six-year graduation rates for full-time bachelor's degree-seeking students and three-year graduation rates for full-time associate degree-seeking students. The national standard for graduation rates is reported annually by the National Center for Education Statistics.

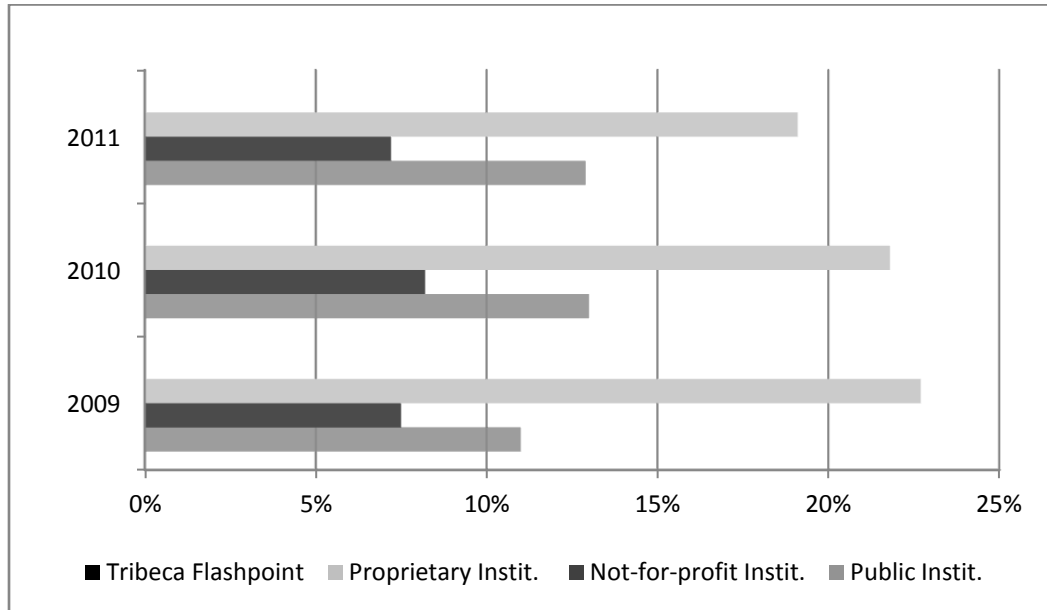
Undergraduate Retention Rate

Tribeca Flashpoint College’s 2012-13 retention rate was 83 percent and the average for the Illinois comparison group was 58 percent. The national average retention rate for two year proprietary institutions in 2013 was 68 percent. Retention rates examine the percentage of first-time degree seeking students enrolled in the fall of the prior year that are still enrolled in the fall of the current year. The national standard for retention rates is reported annually by the National Center for Education Statistics.

Undergraduate Completions per 100 FTE

Tribeca Flashpoint College’s 2013 completions per 100 full-time equivalent enrollment (FTE) was 33. The average among comparable Illinois institutions was 36. The FTE data is a unit of measurement intended to represent one student enrolled full-time for one academic year. The calculation is based upon credit/contact hours offered at an institution divided by a standard (12 credit hour) full-time course load. The completions per 100 FTE data attempts to provide a holistic view of completions across different student populations.

Three Year Cohort Student Loan Default Rate



Source: National Center for Education Statistics (NCES), U.S. Department of Education

Note: Tribeca Flashpoint College is a Proprietary Institution

A lower number is a positive indicator.

Student Loan Default Rate

The three-year student loan default rate for Tribeca Flashpoint College was zero percent for the last three years because these data are not yet available for this institution. The three-year cohort student loan default rate is the percentage of a school's borrowers, both undergraduate and graduate, who enter repayment on Federal Family Education Loan (FFEL) Program or William D. Ford Federal Direct Loan (Direct Loan) Program loans during a particular federal fiscal year, October 1 to September 30, and default or meet other specified conditions prior to the end of the second following fiscal year. The US Department of Education stated that the Fiscal Year 2011 three-year national cohort default rate was 13.7 percent. The Fiscal Year 2011 three-year national cohort average default rate breakdown by institutional sector is: 12.9 percent for public institutions; 7.2 percent for not-for-profit institutions; and 19.1 percent for proprietary institutions.

Mission and Objectives

Criterion 1030.60(a)(2) provides that the objectives for the degree program must be consistent with what the degree program title(s) implies.

Criterion 1030.60(a)(3) provides that the requested degree program shall be congruent with the purpose, goals, objectives and mission of the institution.

The proposed programs are consistent with TFC's mission which focuses on a commitment to the advancement of higher learning in the fields of media arts and sciences. TFC's vision is that a collaborative, hands-on approach will prepare students to become industry professionals through the mastery of contemporary tools, techniques, and business practices. Through exposure to the latest

technical developments and trends, they plan to train critical thinkers and problem-solvers in an experiential environment.

Curriculum/Assessment

Criterion 1030.60(a)(4) provides that the caliber and content of the curriculum shall assure that the stated degree objectives for which the program is offered will be achieved.

Admission

All applicants to the College must complete an application form and are encouraged to attend a private or group tour. To be considered for enrollment, applicants must complete a series of short answer questions, write an essay, and provide an application fee. At the time of application, all candidates are required to complete a series of personal interviews, including an interview with a faculty member. All incoming Tribeca Flashpoint College students are also required to take the COMPASS computer-adaptive placement test to evaluate their skill levels in reading comprehension, writing skills, and math. Each of the assessments facilitates the placement of students in the appropriate level course as well as identifies those students who need additional academic assistance.

Curriculum

Bachelor of Science in Advertising

The Advertising program is designed to give students the necessary skills to become professionals in the evolving field of advertising while using the tools of traditional and new media. The program will focus on the creation, execution, transmission, and evaluation of commercial messages in various media intended to promote and sell products, services, and brands. The program includes instruction in advertising theory, marketing strategy, advertising design and production methods, as well as campaign methods and techniques, media management, related principles of business management, and applicable technical and equipment skills. The courses prepare individuals to function as advertising assistants, technicians, and ultimately managers in the digital era. To successfully complete the Bachelor of Science in Advertising, students must complete 120 total credit hours consisting of 60 hours of core coursework, 42 hours of general studies, and 18 hours of electives.

Bachelor of Science in New Media Journalism

The New Media Journalism program is designed to give students the skills necessary to become professional journalists while using the tools of traditional and new media. During the first year, the curriculum will focus on basic news writing and editing while the second year will build upon that foundation. The last two years of study hone the students' practice of gathering, processing, and delivering news, while preparing them to be professional journalists, news editors, and news managers in the digital era. Along with journalistic and technical skills, the program will emphasize the collaborative, problem solving, and aesthetic skills needed in the professional world. Throughout the four-year program students will report and produce pieces for classroom-directed outlets. These pieces will be incorporated into the students' professional portfolios completed during their fourth year, preparing them for a job search in professional journalism. Overall, the program provides instruction in news writing and editing, reporting, digital media, layout and graphic design, journalism law and ethics, research methods, and journalism history and criticism. To successfully complete the Bachelor of Science in New Journalism, students must complete 120 total credit hours consisting of 60 hours of core coursework, 42 hours of general studies, and 18 hours of electives.

Bachelor of Science in Public Relations/Image Management

The Public Relations/Image Management program is designed to give students the skills necessary to become public relations and/or image management professionals while utilizing the tools of traditional and new media. Public relations build good relationships through effective communications with target groups, or “publics.” Students learn how these publics have the potential to strengthen or detract from the organization’s mission and how to harness that power. This coursework will prepare students for jobs as public relations assistants, technicians and managers in the digital era. The program includes instruction in public relations theory; digital media; related principles of advertising, marketing, and journalism; message design; special event management; media relations; community relations; public affairs, and internal communications. To successfully complete the Bachelor of Science in Public Relations/Image Management, students must complete 120 total credit hours consisting of 66 hours of core coursework, 39 hours of general studies, and 15 hours of electives.

Assessment of Student Learning

The proposed programs at TFC have stated goals and learning outcomes that are tied to course assignments. Student learning will be assessed through course quizzes and tests, research and written assignments, projects, critiques, peer reviews, and faculty observations of intangibles such as collaboration and participation. Each of the graded components of any course is targeted to course goals and objectives, which in turn, are targeted to the overall program objectives.

Program Assessment

TFC will use the following data to assess the success of the proposed baccalaureate programs: course evaluations, grading and attendance comparisons, student satisfaction surveys, quantitative and qualitative data from portfolio reviews, and placement data. The data will be collected and compiled by the Office of Academic Affairs (OAA) and turned over to the Curriculum Committee for year-over-year comparative analysis. The Committee’s findings, and subsequent recommendations for improvement, will be reviewed by OAA in combination with discipline-specific advisory board feedback to make final determinations for changes.

Facilities (space, equipment, instructional materials)

Criterion 1030.60(a)(5) provides that the institution shall have adequate and suitable space, equipment and instructional materials to provide education of suitable quality.

The main TFC campus, which is approximately 75,000 sq. ft., is located in Chicago. The main campus houses classrooms, labs, and administrative space. The campus has the facilities adequate for support of the proposed programs. Sufficient computer labs and studios, with the required audio visual technology, are available to students and faculty. To support the existing and proposed programs, the library has attained full member status in the Metropolitan Library System, the Consortium of Academic and Research Libraries in Illinois (CARLI) and the Illinois Library and Information Network (ILLINET), a statewide network of Illinois libraries. As an affiliate member of CARLI, the Info Commons has access to a suite of EBSCO online research databases, including Academic Search Premier Business Source Elite and MasterFile Premier. TFC also has access to OCLC WorldCat, and is now sharing resources other Illinois and nationwide libraries through interlibrary loan. TFC has an organizational membership to the Chicago Public Library which enables students and faculty to access a vast range of additional online databases and resources through their website.

Faculty and Staff

Criterion 1030.60(a)(6) provides that the education, experience, and other qualifications of directors, administrators, supervisors, and instructors shall ensure that the students will receive education consistent with the objectives of the program.

Tribeca Flashpoint College has identified institutional policies that ensure academic professionals hired possess the training, credentials, and other related qualifications in order to provide instruction at the institution. Faculty teaching in the proposed programs will have the appropriate qualifications. A formal faculty evaluation process is in place.

Fiscal/Personnel Resources

Criterion 1030.60(a)(8) provides that fiscal and personnel resources shall be sufficient to permit the institution to meet obligations to continuing programs while assuming additional resource responsibilities for the new program.

Tribeca Flashpoint College has submitted projected fiscal plans indicating that revenues from tuition and fees will exceed projected operating expenditures beginning in the first year of operation.

Programmatic Accreditation/Licensure

Neither specialized accreditation of the programs nor licensure of graduates is required.

Program Information

Criterion 1030.60(a)(7) provides that the information the institution provides for students and the public shall accurately describe the degree programs offered, program objectives, length of program, schedule of tuition, fees, and all other charges and expenses necessary for completion of the course of study, cancellation and refund policies, and such other material facts concerning the institution and the program or course of instruction as are likely to affect the decision of the student to enroll. This information, including any enrollment agreements or similar agreements, shall be available to prospective students prior to enrollment.

Detailed information and program descriptions submitted as part of the application provide accurate information regarding Tribeca Flashpoint College's academic policies, admissions procedures, tuition, fees and refund policies. The materials provided on the proposed program are consistent with other information provided by the institution. The materials identify objectives, course requirements, and statements on accreditation and limitations on transferability of earned credits to other institutions.

Staff Conclusion

The staff concludes that Tribeca Flashpoint College and its proposed degree programs meet the criteria in Sections 1030.30 and 1030.60 of the rules to implement. The Private College Act (110 ILCS 1005) and The Academic Degree Act (110 ILCS 1010) and the Illinois Board of Higher Education policies pertaining to assessment and accreditation for licensure.