

APPROVED
JUNE 21, 2016

Item #VI-2
June 21, 2016

**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

Lake Forest Graduate School of Management

- Master of Science in Management in the North Suburban Region

Rush University

- Doctorate in Occupational Therapy in the Chicago Region

Webster University

- Master of Science in Cybersecurity in the Southwestern Region

Proprietary

Chamberlain College of Nursing

- Master of Public Health in the West Suburban Region

Madison Media Institute DBA Rockford Career College

- Associate of Applied Science in Allied Health in the Fox Valley Region
- Associate of Applied Science in Construction Management in the Fox Valley Region
- Associate of Applied Science in Diagnostic Cardiovascular Sonography in the Fox Valley Region
- Associate of Applied Science in Medical Laboratory Technician in the Fox Valley Region
- Associate of Applied Science in Surgical Technology in the Fox Valley 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 district. 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 five institutions.

Not-for-Profit Executive Summary

Lake Forest Graduate School of Management

- Master of Science in Management

The Lake Forest Graduate School of Management requests authority to offer a Master of Science in Management in the North Suburban region. The proposed program is a 42 credit hour professional degree that will prepare working adults to develop the leadership and management skills needed to advance as a business leader in the private or public sector. The proposed program is designed for professionals from non-business backgrounds in liberal arts, engineering, technology, science, and other fields. There are policies in place to ensure faculty members possess the training, credentials, and qualifications to provide instruction in the proposed program. The institution 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.

Rush University

- Doctorate in Occupational Therapy

Rush University requests authorization to offer a Doctorate in Occupational Therapy in the Chicago region. The curriculum requires a total of 108 credit hours for degree completion. The curriculum sequence will cover general bodies of knowledge, understanding of client-centered occupational performance, application and evaluation of knowledge to practice, synthesis of professional reasoning skills and competencies, and creation of new knowledge. The curriculum will encompass academic clinical partnerships which will afford students opportunities to engage in clinical experiences throughout the curriculum. The proposed program will replace the existing Master of Science in Occupational Therapy, which is consistent with the national trend for entry level education in occupational therapy. There are policies 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 B.

Webster University

- Master of Science in Cybersecurity

Webster University requests authority to offer a Master of Science in Cybersecurity in the Southwestern region. Students who complete the proposed master's degree will be able to effectively propose solutions to securing cyber networks and ensure online security. The program requires 40 credit hours including eight core and six elective courses. The program was developed to be offered to military personnel, military-affiliated professionals, and the general public surrounding Scott Air Force Base. There are policies 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 C.

Proprietary Executive Summary

Chamberlain College of Nursing

- Master of Public Health

Chamberlain College of Nursing requests authority to offer a Master of Public Health in the West Suburban region. The proposed program is a 40 credit hour degree. The proposed program is a generalist degree designed to prepare graduates to become public health practitioners. The curriculum was developed to align with the requirements of the Council on Education for Public Health. 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 D.

Madison Media Institute DBA Rockford Career College

- Associate of Applied Science in Allied Health

Madison Media Institute DBA Rockford Career College requests authorization to offer an Associate of Applied Science in Allied Health in the Fox Valley region. The Associate of Applied Science in Allied Health was designed to provide existing healthcare professionals with an opportunity to continue their studies in the healthcare field. Students will learn best healthcare practices and diversity issues facing today's healthcare profession as well as gain the skills and knowledge to be successful in healthcare management settings. Graduates of the program will have career opportunities in healthcare settings such as medical office management, medical assisting, or medical office billing and coding. Upon completion of the program, students could seek or obtain entry-level employment in a professional allied health or allied health-related field. Students are required to complete a total of 105.5 quarter hours including 52 quarter hours of transferred core courses.

- Associate of Applied Science in Construction Management

Madison Media Institute DBA Rockford Career College requests authorization to offer an Associate of Applied Science in Construction Management in the Fox Valley region. Construction Management is a completion program designed to provide students with the skills and knowledge to work in the trade and construction management fields. Students will take courses in construction management and learn best practices and procedural issues facing today's trade and construction management profession. Students enrolling in the Construction Management degree completion program must have successfully completed one of the College's Trades Diploma programs, of which 46 credits of core trades curriculum will be transferred to the degree program. Eligible trades diploma programs include: Heating; Ventilation; Air Conditioning and Refrigeration; Welding; Electrical Technician; and Facilities Management. Upon completion of the program, students could seek or obtain entry-level employment in construction management-related fields. Students are required to complete a total of 96 quarter hours, including 46 quarter hours of transferred core courses.

- Associate of Applied Science in Diagnostic Cardiovascular Sonography

Madison Media Institute DBA Rockford Career College requests authorization to offer an Associate of Applied Science in Diagnostic Cardiovascular Sonography in the Fox Valley region. The Associate of Applied Science in Diagnostic Cardiovascular Sonography was designed to prepare students to perform cardiovascular testing under the supervision of a physician. Students will receive didactic, laboratory, and clinical experience in echocardiography, vascular ultrasound, and electrocardiography. Graduates of the program will have the skills and knowledge to comprehend cardiovascular anatomy and physiology, cardiovascular pathology, EKG interpretation, patient care, and common protocols for each cardiovascular exam. Upon successful completion of the program, students could seek or obtain entry-level employment in cardiovascular sonography related positions. Students are required to complete a total of 110 quarter hours.

- Associate of Applied Science in Medical Laboratory Technician

Madison Media Institute DBA Rockford Career College requests authorization to offer an Associate of Medical Laboratory Technician in the Fox Valley region. The Associate of Applied Science in Medical Laboratory Technician was designed to provide students with the education in theory and practice in the field of Medical Laboratory Technician (MLT). Students will learn the skills necessary to perform critical tests that provide physicians with the information and data required to diagnose diseases. Students will have externship opportunities in order to gain relevant practical experience in a professional setting. The curriculum also prepares students to take the American Society for Clinical Pathology National Credentialing exam. Upon successful completion of this program and certification, students may seek entry level positions in the MLT or MLT-related fields. Students are required to complete a total of 111.5 quarter hours.

- Associate of Applied Science in Surgical Technology

Madison Media Institute DBA Rockford Career College requests authorization to offer an Associate of Applied Science in Surgical Technology in the Fox Valley region. The Associate of Applied Science in Surgical Technology prepares students with the necessary skills and academic knowledge for entry-level positions as surgical technicians. Graduates of the program will have career opportunities in healthcare settings such as hospitals and outpatient surgical clinics. The program was designed to blend didactic instruction, hands-on training in the lab, and clinical work to ensure that students develop the requisite skills and knowledge to gain entry-level employment as surgical technicians in the medical industry. Students are required to complete a total of 113 quarter hours.

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

The staff recommends adoption of the following resolutions:

The Illinois Board of Higher Education hereby grants to Lake Forest Graduate School of Management Authorization to Grant the Master of Science in Management in the North Suburban 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 Rush University authorization to Grant the Doctorate in Occupational Therapy in the Chicago 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 Webster University Authorization to Grant the Master of Science in Cybersecurity in the Southwestern 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 Chamberlain College of Nursing Authorization to Grant the Master of Public Health in the West Suburban 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 Madison Media Institute DBA Rockford Career College Authorization to Grant the Associate of Applied Science in Allied Health,

Associate of Applied Science in Construction Management, Associate of Applied Science in Diagnostic Cardiovascular Sonography, Associate of Applied Science in Medical Laboratory Technician, and the Associate of Applied Science in Surgical Technology in the Fox Valley 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 these authorizations are granted.

Lake Forest Graduate School of Management
1905 West Field Court
Lake Forest, IL 60045
President: Mr. Jeffrey J. Anderson

Proposed Program Title in the Region of Authorization: Master of Science (MS) in Management in the North Suburban Region

Projected Enrollments: Lake Forest Graduate School of Management projects enrollment of 15 students in the first year, increasing to 60 students by the fifth year of the program.

Institutional Accreditation: Lake Forest Graduate School of Management is regionally accredited by the Higher Learning Commission (HLC).

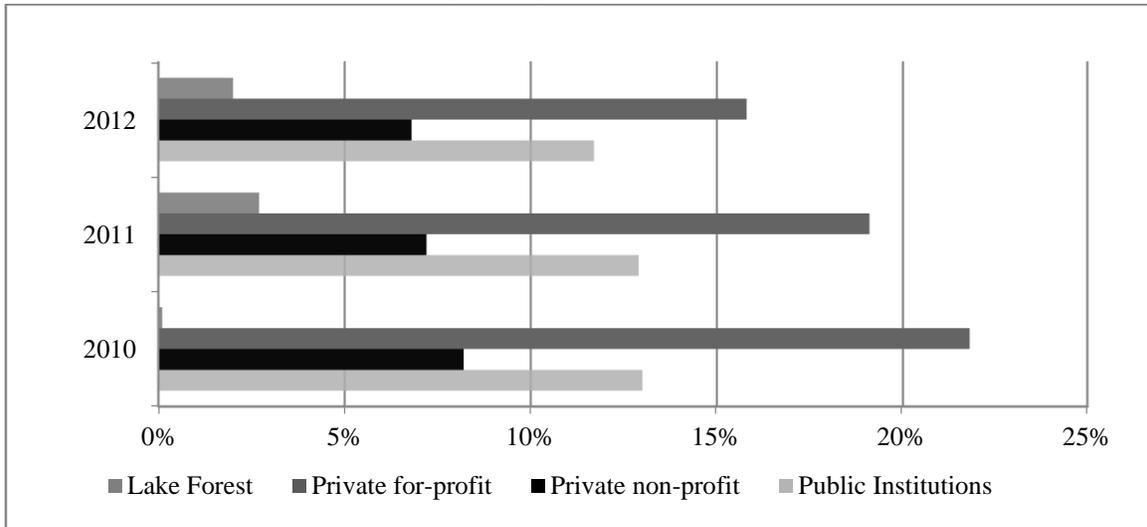
Background and History

Lake Forest Graduate School of Management (LFGSM or the School) is a private, not-for-profit institution founded in Lake Forest, Illinois, in 1946 as a joint venture of local business with Lake Forest College. LFGSM amicably separated from Lake Forest College, changed its name to Lake Forest Graduate School of Management, and established itself as a provider of both degree and non-degree business management education in the Chicago metropolitan area. LFGSM operates as an independent, private, not-for-profit organization. The mission of LFGSM is to provide business education to business from business leaders. LFGSM was created to respond to a business need after the post-World War II economy grew rapidly but a shortage of management talent left local industry in need of leadership. The School officially changed its name to Lake Forest Graduate School of Management in 1985. The School currently offers a Leadership Masters of Business Administration and several graduate level certificate programs enrolling approximately 700 students across all the School's locations: Lake Forest (main campus), Schaumburg, and corporate onsite locations in Northbrook (Allstate Insurance Company) and Chicago (Health Care Service Corporation). With this application, Lake Forest Graduate School of Management seeks to offer a Master of Science in Management at the Lake Forest and Schaumburg campuses which are both located in the North Suburban 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.

Three Year Cohort Student Loan Default Rate



Source: National Center for Education Statistics (NCES), U.S. Department of Education
Note: Lake Forest Graduate School of Management is a not-for-profit institution. A lower number is a positive indicator.

The three-year student loan default rate for Lake Forest Graduate School of Management was 2.0 percent in 2012, 2.7 percent in 2011, and 0.0 percent in 2010. The three-year cohort student loan default rate is the percentage of a school's borrowers who enter repayment on certain Federal Family Education Loan Program or William D. Ford Federal 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 U.S. Department of Education stated that the Fiscal Year 2012 three-year national cohort default rate was 11.8 percent. The Fiscal Year 2012 three-year national cohort average default rate breakdown by institutional sector is: 11.7 percent for public institutions; 6.8 percent for private non-profit institutions; and 15.8 percent for for-profit institutions.

Undergraduate-related data fields are not provided because the School proposes to offer a new graduate program.

Mission and Objectives

Criterion 1030.60(a) (1) provides that the objectives of the degree program(s) must be consistent with what the degree program title imply.

Criterion 1030.60(a) (2) provides that the requested degree program shall be congruent with the purpose, goals, objectives and mission of the institution.

The proposed program is in alignment with the overall mission of the School. The proposed program is consistent with the mission, goals, and objectives of Lake Forest Graduate School of Management. 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

To be qualified for admission to the MS in Management, applicants must have a baccalaureate degree from a regionally accredited college or university. Official transcripts and completion of the online application are required for all applicants. The school prefers candidates with a minimum of four years of professional work experience that includes managing people, processes, and/or projects. The application process includes an interview, current resume or robust LinkedIn profile, letter of recommendation, and a personal statement. Students may transfer up to nine credit hours from other accredited institutions into the MS in Management program. Under certain circumstances, LFGSM will consider granting credit for prior learning acquired through approved corporate training experiences.

Curriculum

The curriculum requires a total of 42 semester credit hours for graduation. As a graduate institution exclusively serving working adult learners, the School maintains a year-round accelerated instructional format that consists of three semesters, with two terms of eight weeks each comprising one semester. All courses are required and offered face-to-face. The courses cover effective leadership practices, organizational change and leadership, strategic thinking, human capital and talent management, project and conflict management, accounting and finance, product and system innovation methods, ethics, and workplace diversity. A capstone experience is designed to provide students with an opportunity to apply and integrate knowledge and skills acquired in the MS in Management program. Students will use team and leadership skills to successfully craft and deliver the recommendations within a “live business case” experience with a real company. Strategic management and leadership issues are explored and applied within the contexts of shareholder value, ethical decision-making, innovation, and strategic thinking.

Assessment of Student Learning

LFGSM has a standard process for assessing student learning outcomes in all its degree programs. The institution’s approach incorporates direct and indirect measures administered periodically throughout the academic program. Direct assessment measures include: written papers, group projects, individual projects, oral presentations, and simulations with embedded assessment questions, which will be measured against the learning objectives defined for each course. The learning objectives are aligned with the course goals, which are aligned with the degree program goals. One identified assignment is also collected for each course along with direct assessment evaluation for the final capstone experience. Indirect assessments include: formal student evaluations of faculty and courses, biannual faculty evaluations, and annual student satisfaction surveys. Faculty are also encouraged to conduct their own midterm evaluations.

Program Assessment

The School has established policies for program assessment. Each program at LFGSM conducts comprehensive program reviews every three years. The program review process is facilitated by the Dean of Faculty and Degree Programs, who reports to the Chief Academic

Officer. Faculty are involved in program review through course-level Faculty Bench and Faculty Senate Curriculum and Assessment Committee meetings. The process is initiated with direct and indirect assessment data compiled by the Office of Institutional Research. Data are reviewed at the faculty senate level and at all-faculty meetings, then course-level assessment data is distributed to course-level faculty bench meetings. Faculty benches review the data and generate program improvement plans within the benches, which are reviewed and approved by the dean. The overall program requirements are also reviewed and aligned at all-faculty meeting to assure coherence of the degree program. Program improvement plan changes are implemented by the faculty through course-level changes, and revisited and revised as needed based on continual review of direct and indirect assessment data. The School 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 Master of Science in Management will be offered at both the home campus in Lake Forest and at the Schaumburg location. Both locations are in possession of all technology, equipment, and instructional materials needed to support the proposed degree program. The Lake Forest campus building and Schaumburg location are designed in a corporate conference center style, including ample parking, adequate classroom space, smaller breakout rooms, a student lounge area, and computer room with printers and copier. Secured Wi-Fi is available throughout the locations.

Consistent with other adult learning graduate programs, library resources for students are provided online. Lake Forest Graduate School of Management offers online access to the ProQuest Business Collection. The ProQuest Business Collection includes six top business databases, newspapers, periodicals, scholarly articles, and e-books covering all areas of business research topics. Student support for academic technologies including the ProQuest Business Collection is provided by Blackboard 24 hours a day, seven days a week, as well as staff during classroom session hours. ProQuest provides the School with free user training (in person and virtually) for students and faculty.

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 School has established policies to ensure that faculty members possess the training, credentials, and other required qualifications to provide quality instructions to students. LFGSM also has established policies for faculty evaluation and feedback processes to improve student learning outcomes.

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.

LFGSM has submitted five-year fiscal plans that show operational revenue will exceed expenditure for the proposed program from the first year of operation.

Accreditation/Licensure

The proposed program does not require specialized accreditation or licensure; Lake Forest Graduate School of Management does not plan to seek specialized accreditation.

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 School's 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 School's website.

Staff Conclusion

The staff concludes that Lake Forest Graduate School of Management 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.

Rush University
600 South Paulina Street
Chicago, IL 60612
President: Dr. Larry J. Goodman

Proposed Program Title in the Region of Authorization: Doctorate in Occupational Therapy in the Chicago Region

Projected Enrollments: Rush University projects enrollment of 36 students in the first year increasing to 108 by the fifth year.

Institutional Accreditation: Rush University is regionally accredited by the Higher Learning Commission (HLC).

Background and History

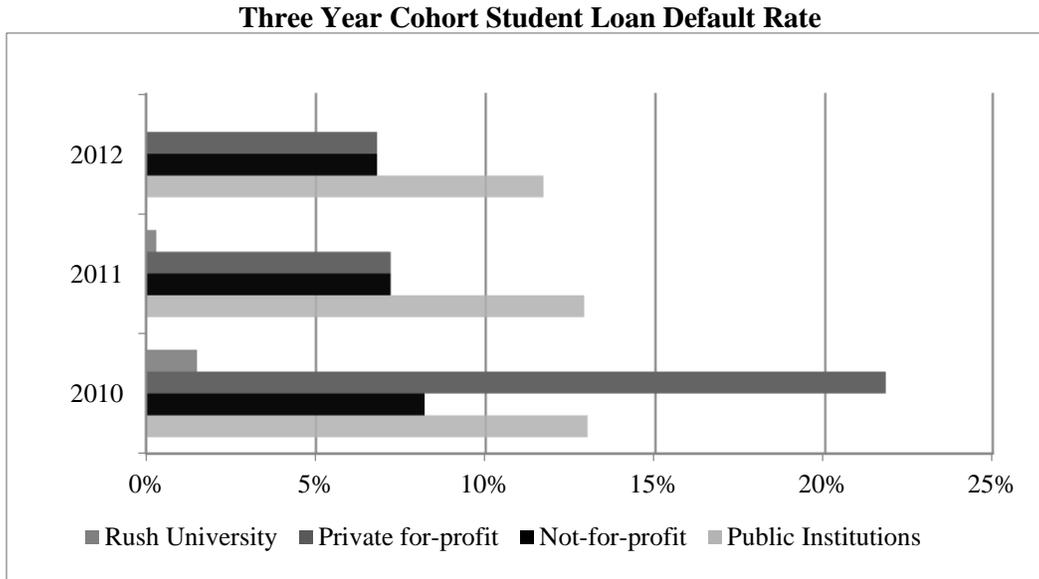
Rush University (the University) is an independent not-for-profit institution affiliated with Rush University Medical Center as the academic unit of the Center. Rush Medical College received its charter in 1837 and became the first medical school in Chicago. Rush Medical College was affiliated with the University of Chicago from 1898 to 1941. In 1942 it closed its doors for the next 27 years following the end of the affiliation. Rush was reorganized as a brand name to represent different entities covering health care, education, and research enterprise: Rush University Medical Center; Rush University; Rush Oak Park Hospital; and Rush Health. The University offers certificate programs, bachelor's degrees, master's degrees, and doctoral degrees through Rush Medical College, College of Nursing, College of Health Sciences, and the Graduate College. Rush University is seeking authority to offer a Doctorate in Occupational Therapy (OT) in the Chicago region. The proposed program will replace the existing Master of Science in Occupational Therapy, consistent with the national trend for entry-level education in occupational therapy. The students currently enrolled in the master's program will be allowed to continue and complete their degree program. The University anticipates that all master's students will have completed their program prior to the start of the Occupational Therapy Doctorate.

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 Center for Education Statistics (NCES), U.S. Department of Education
Note: Rush University is a not-for-profit institution. A lower number is a positive indicator.

The three-year student loan default rate for Rush University was 0.7 percent in 2012, 0.3 percent in 2011 and 1.5 percent in 2010. 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 Program or William D. Ford Federal 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 U.S. Department of Education stated that the Fiscal Year 2012 three-year national cohort default rate was 11.8 percent. The Fiscal Year 2012 three-year national cohort average default rate breakdown by institutional sector is: 11.7 percent for public institutions; 6.8 percent for not-for-profit institutions; and 15.8 percent for proprietary institutions.

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

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 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.

Rush University’s mission is to provide a quality academic health care system “through the integration of outstanding patient care, education, research, and community partnerships.” Rush has an exclusive focus on the health sciences and shares the same campus with Rush University Medical Center in an effort to foster quality integration of patient care, research, and

education. The proposed degree program is consistent with the mission, goals, and objectives of the University. The proposed degree title corresponds with the 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

Applicants for admission to the Doctorate in Occupational Therapy program must have completed a baccalaureate degree from an accredited institution. All applicants must achieve a minimum GPA of 3.0 on a 4.0 scale for cumulative college course work; submit prerequisite coursework with a grade of "C" or better in academic content areas including in Human Anatomy, Human Physiology, Statistics, Sociology or Anthropology, Human Growth and Development, Abnormal Psychology, Psychology; submit official scores from the Graduate Record Examination (GRE) General Test; and submit two letters of recommendation. Admission to the proposed program will be competitive. The program will target applicants with strong background in occupational therapy. Applicants selected to move forward in the application process will be required to participate in an on-site faculty interview session and complete a Rush Supplemental Application.

Curriculum

The Doctorate in Occupational Therapy is designed to educate professionals to deliver interventions that empower people to adapt and change in order to improve their engagement in occupational performance across the lifespan. The curriculum requires a total of 108 credit hours for degree completion and will take students from the baccalaureate level through to a doctoral degree. The curriculum sequence will cover general bodies of knowledge, understanding client-centered occupational performance, application and evaluation of knowledge to practice, synthesis of professional reasoning skills and competencies, and creating of new knowledge. The curriculum will encompass academic clinical partnerships which afford students opportunities to engage in clinical experiences throughout the curriculum. The program will encourage self-directed learning and critical thinking using evidence-based research and practice fostered through faculty mentorship, problem solving, collaborative activities, and critical inquiry in the classroom, clinic, and community to promote entry-level performance.

Assessment of Student Learning

Student learning will be assessed using a variety of direct and indirect performance evaluation methods including: examinations; participation in class discussions and seminars; written assignments; journal club presentations; outside scientific presentations; laboratory skill demonstrations; student, alumni and employer surveys; and research paper completion. Each academic unit at the institution conducts annual assessment on student learning and provides feedback to faculty and other stakeholders for program improvement.

Program Assessment

The University has established institutional policies and structures for continuous evaluation and improvement. The Office of Institutional Research, Assessment, and Accreditation (OIRAA) is in charge of conducting ongoing evaluation and research on student performance and institutional effectiveness. Each academic unit conducts comprehensive program review at least every five years. The review provides the unit's mission and strategic position relative to the University; description of the academic program; description and evaluation of teaching, advising, and mentoring practices; and faculty composition. Upon completion of the review, the academic unit submits a written document detailing the assessment and evaluation of its quality and effectiveness regarding student learning outcomes, teaching, research, scholarship, and service activities to OIRAA. The document is reviewed by the Office of the Provost and the Program Review team. Program level outcomes are assessed using core performance indicators such as: admission/matriculation rates; graduation/persistence rates and time to degree completion; satisfaction rates (students, alumni, employers, faculty); workforce preparation, job placement rates, and contributions of graduates to their profession; scholarship, research, and service (faculty, students, alumni); civic engagement (faculty, students, alumni); and diversity.

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 primary physical facilities to be used for the proposed program are the Armour Academic Center (AAC). The AAC contains 41 classrooms and eight laboratories to support research activities and other spaces assigned for group and individual study. The AAC also houses the College of Health Sciences, Rush Medical College, University Administration Offices, Office of Student Affairs, the library, McCormick Educational Technology Center, and the bookstore.

The Rush University Medical Center library serves the educational, practice, and research needs of University students, faculty, and staff through providing access to a wide collection of print and non-print books and journals. Electronic library resources are available through the remote library proxy or Rush network connections. The library provides access to 113 databases including CINAHL, MEDLINE, PsycINFO, and Scopus and has an extensive online collection with over 7,000 current e-journals and 4,500 e-books. In addition, the library is a member of the Consortium of Academic and Research Libraries of Illinois (CARLI), which has 86 member institutions that benefit from an integrated library system (I-Share).

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 established policies to ensure that faculty members 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 University also has established policies to evaluate faculty and provide feedback on student 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 University has submitted five-year fiscal plans that show operational revenue will exceed expenditure from the second year of operation.

Accreditation/Licensure

The existing Master's in Occupational Therapy program is accredited by the Accreditation Council for Occupational Therapy Education of the American Occupational Therapy Association (ACOTE). The Occupational Therapy Doctoral program will be accredited by the same organization. Accreditation of the doctoral program will be sought midyear during the first year of study, as per ACOTE policy.

Occupational Therapists are certified by the National Board for Certification of Occupational Therapists and licensed by state licensing board. State licensure is required for practice in the field. Graduation from an ACOTE accredited program is a requirement for certification and subsequent licensure.

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.

Detailed admission and program descriptions submitted as part of the applications provide information regarding the 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 Rush University 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.

Webster University
470 East Lockwood Avenue
St. Louis, MO 63119
President: Dr. Beth J. Stroble

Proposed Program Title in the Region of Authorization: Master of Science (MS) in Cybersecurity in the Southwestern Region

Projected Enrollments: Webster University projects enrollment of 30 students per year in the first five years of the program.

Institutional Accreditation: Webster University is regionally accredited by the Higher Learning Commission (HLC).

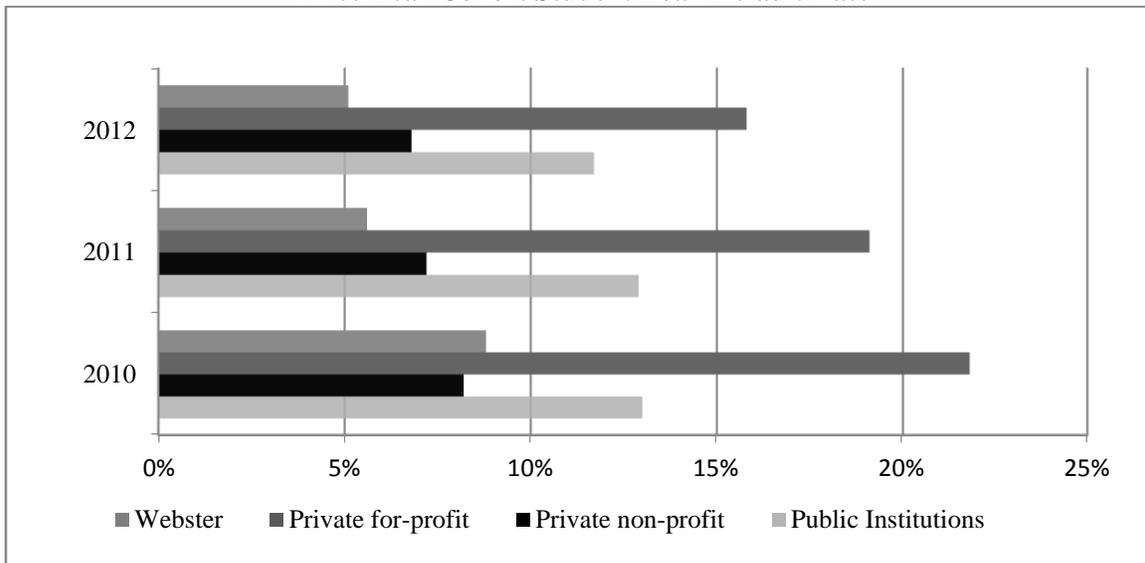
Background and History

Webster University (Webster or the University) is a not-for-profit non-denominational institution based in Webster Groves, Missouri. The University, which has been in existence since 1915, offers undergraduate and graduate programs across the United States and at a number of overseas campuses. Webster is approved to operate in Illinois in the Southwestern region. The programs they offer in this region are primarily for service members, their families, and military-related personnel from Scott Air Force base. The proposed program in Cybersecurity was developed to serve this same population and will be offered at a facility directly outside the base.

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.

Three Year Cohort Student Loan Default Rate



Source: National Center for Education Statistics (NCES), U.S. Department of Education
Note: Webster University is a not-for-profit institution. A lower number is a positive indicator.

The three-year student loan default rate for Webster University was 5.1 percent in 2012, 5.6 percent in 2011, and 8.8 percent in 2010. The three-year cohort student loan default rate is the percentage of a school’s borrowers who enter repayment on certain Federal Family Education Loan Program or William D. Ford Federal 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 U.S. Department of Education stated that the Fiscal Year 2012 three-year national cohort default rate was 11.8 percent. The Fiscal Year 2012 three-year national cohort average default rate breakdown by institutional sector is: 11.7 percent for public institutions; 6.8 percent for private non-profit institutions; and 15.8 percent for for-profit institutions.

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

Mission and Objectives

Criterion 1030.60(a) (1) provides that the objectives of the degree program(s) must be consistent with what the degree program title imply.

Criterion 1030.60(a) (2) provides that the requested degree program shall be congruent with the purpose, goals, objectives and mission of the institution.

The proposed program is consistent with the mission, goals, and objectives of Webster University. 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

Applicants for admission to graduate studies at Webster University must hold an earned baccalaureate degree from a regionally accredited educational institution, must satisfy program requirements or prerequisites, and must have earned at least a 2.5 minimum cumulative GPA for full admission.

Curriculum

The Webster University Cybersecurity graduate program will prepare graduates for positions in public and private sectors overseeing, operating or protecting critical computer systems, information, networks, infrastructures and communications networks from cybercrime, cyber-fraud, and cyber-espionage. Students who complete the proposed master's degree will be able to effectively propose solutions to securing cyber networks and ensure online security. The program requires 40 credit hours including eight core and six elective courses. The program was developed to be offered to military personnel, military-affiliated professionals, and the general public surrounding the Scott Air Force Base.

Assessment of Student Learning

Students in the program are expected to synthesize and integrate the learning experiences acquired throughout the MS in Cybersecurity and to evaluate current and future topics relative to this major. Assessment tools will include papers, projects, and specific assignments that must include cybersecurity related technical and management areas. Students are also required to complete internships or practical research projects that span two consecutive terms. All students must complete capstone courses over two sequential terms which will require a practical research paper, an internship or an individual or team project for a total of six credit hours, and 72 contact hours. An assessment assignment is required and administered to each student as part of the capstone course project.

Program Assessment

The assessment plan for the proposed program will be aligned with the University's current student learning assessment, administrative assessment, and program review processes. Student learning assessment data, including assessments of fieldwork experiences, will be gathered from the Cybersecurity program annually and submitted to the program lead. The University has designated Program Leads to oversee curricula improvements within each degree program. When data are gathered from faculty around the Webster network, the appropriate Program Lead will collaborate with selected faculty within the School to discuss the data and make any recommendations for enhancements to courses or programs.

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 program will be offered at a facility directly outside of Scott Air Force Base. This facility has the space and technology to support the proposed program. Webster University Library, based at the University's home campus in Missouri, will supply library and research support for students and faculty. The Library maintains online databases, books, journals, and research guides to support all University programs. Access and support is available online 24 hours a day/seven days a week.

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 established policies to ensure that faculty members possess the training, credentials, and other required qualifications to provide quality instructions to students. Webster also has established policies for faculty evaluation and feedback processes to improve student learning outcomes.

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.

Webster University has submitted five-year fiscal plans that show operational revenue will exceed expenditure for the proposed program from the first year of operation.

Accreditation/Licensure

The proposed program does not require specialized accreditation or licensure.

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 University's 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 institution's website.

Staff Conclusion

The staff concludes that Webster University 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.

Chamberlain College of Nursing
1221 North Swift Road
Addison, IL 60101
President: Dr. Susan Groenwald

Proposed Program Title in the Region of Authorization: Master of Public Health in the West Suburban Region

Projected Enrollments: Chamberlain College of Nursing projects enrollment of 62 students in the first year, increasing to 393 students by the fifth year of the program.

Institutional Accreditation: Chamberlain College of Nursing is regionally accredited by the Higher Learning Commission (HLC).

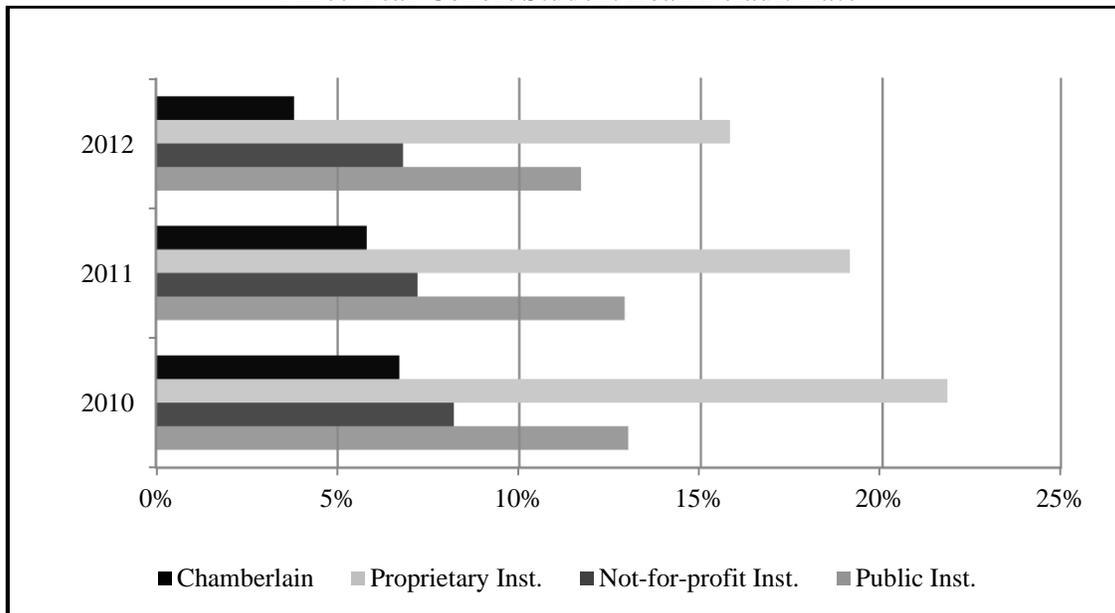
Background and History

Chamberlain College of Nursing (Chamberlain or the College) was originally established as the Deaconess College of Nursing in the early 1900s. In 2005, the institution was purchased by DeVry Inc. and changed its name to Chamberlain College of Nursing. With this application, the institution is seeking authority to offer its first non-nursing program, the Master in Public Health (MPH), as a stand-alone program and as a dual degree with the existing Master of Science in Nursing. This program will be offered entirely online and degrees will be awarded from the College's Addison campus in the West Suburban 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.

Three Year Cohort Student Loan Default Rate



Source: National Center for Education Statistics (NCES), U.S. Department of Education
 Note: Chamberlain is a proprietary institution. A lower number is a positive indicator.

The three-year student loan default rate for Chamberlain College of Nursing was 3.8 percent in 2012, 5.8 percent in 2011 and 6.7 percent in 2010. The three-year cohort student loan default rate is the percentage of a school’s borrowers who enter repayment on certain Federal Family Education Loan Program or William D. Ford Federal 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 U.S. Department of Education stated that the Fiscal Year 2012 three-year national cohort default rate was 11.8 percent. The Fiscal Year 2012 three-year national cohort average default rate breakdown by institutional sector is: 11.7 percent for public institutions; 6.8 percent for private non-profit institutions; and 15.8 percent for for-profit institutions.

Undergraduate-related data fields are not provided because the College proposes to offer a new graduate program.

Mission and Objectives

Criterion 1030.60(a) (1) provides that the objectives of the degree program must be consistent with what the degree program title imply.

Criterion 1030.60(a) (2) provides that the requested degree program shall be congruent with the purpose, goals, objectives and mission of the institution.

The proposed program is in alignment with the overall mission of the College. The proposed program is consistent with the mission, goals, and objectives of Chamberlain College of Nursing. 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

Prospective MPH students must complete an application and an interview with an admissions advisor. Requirements for admission to Chamberlain and the MPH program include a bachelor's degree from a regionally accredited institution with a minimum GPA of 3.0. Prospective dual degree students (MPH/MSN) are required to possess a bachelor's degree in Nursing and a current, unrestricted Registered Nurse license.

Curriculum

The Master of Public Health is a 42 credit hour program that includes 30 credit hours of didactic coursework and 12 credit hours of fieldwork/capstone coursework that will require at least 240 contact hours in a public health setting. The program can be completed in a little over a year of full time work. A student completing the MPH/MSN will be required to complete 63 credit hours. The program can be completed in one year and ten months of full-time study. The proposed MPH coursework will include: biostatistics, epidemiology, public health leadership and emotional intelligence, health care policy, and community activism. The required fieldwork and capstone course follows the completion of all online coursework and will allow students to synthesize and apply their learning in a practical setting. The curriculum was developed to align with the requirements of the Council on Education for Public Health.

Assessment of Student Learning

The MPH program outcomes are aligned with the Council on Education for Public Education and the Association of Schools and Programs of Public Health. The College has outlined an assessment plan for the proposed program which details assessment processes for the measurements of program outcomes. Data will be compiled and analyzed by the Office of Institutional Effectiveness and will be used to make determinations about ongoing program improvement. During the final fieldwork practicum experience, students are required to keep a reflective journal and to write a summary report. The summary report will describe the application of MPH competencies during the capstone and will be presented to peers and faculty.

Program Assessment

The Chamberlain graduate committee, along with MPH faculty, have approved, and will continue to review and approve, the outcomes and content of the program. An external advisory committee of public health professionals and educators assisted in the development of the program and will annually review the curriculum. Input from the advisory committee and student assessment results will inform curriculum evaluation and evolution.

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 offered entirely online. Students completing the required coursework will receive a degree from the Addison campus. Administration of the program will be conducted from the Chamberlain National Management office and the DeVry Education Group home office located in Downers Grove, Illinois. DeVry Education Group maintains the security of systems and adequacy of support for the proposed program. Support for online students and faculty, including library and help desk support, will be coordinated by DeVry Online Services.

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 members possess the training, credentials, and other required qualifications to provide quality instructions to students. Chamberlain College of Nursing also has established policies for faculty evaluation and feedback processes to improve student learning outcomes.

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.

Chamberlain College of Nursing has submitted five-year fiscal plans that show operational revenue will exceed expenditure for the proposed program beginning in the third year of operation.

Accreditation/Licensure

The Council on Education for Public Health (CEPH) will be the accrediting organization for the new Chamberlain Master of Public Health degree program. A self-study can only be completed with at least one graduated class of students. CEPH accreditation normally takes about three years from the time of application to accreditation of the program.

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. Identical information is also available on the institution's website.

Staff Conclusion

The staff concludes that Chamberlain College of Nursing 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.

Madison Media Institute DBA Rockford Career College
2702 Agriculture Drive
Madison, WI 53718
President: Mr. Richard Denhart

Proposed Program Title in the Region of Authorization: Associate of Applied Science in Allied Health in the Fox Valley Region

Projected Enrollments: Madison Media Institute DBA Rockford Career College estimates enrollment of 20 students in the program in the first year increasing to 40 students by the fifth year.

Proposed Program Title in the Region of Authorization: Associate of Applied Science in Construction Management in the Fox Valley Region

Projected Enrollments: Madison Media Institute DBA Rockford Career College estimates enrollment of 20 students in the program in the first year increasing to 40 students by the fifth year.

Proposed Program Title in the Region of Authorization: Associate of Applied Science in Diagnostic Cardiovascular Sonography in the Fox Valley Region

Projected Enrollments: Madison Media Institute DBA Rockford Career College estimates enrollment of 45 students in the program in the first year increasing to 70 students by the fifth year.

Proposed Program Title in the Region of Authorization: Associate of Applied Science in Medical Laboratory Technician in the Fox Valley Region

Projected Enrollments: Madison Media Institute DBA Rockford Career College estimates enrollment of 45 students in the program in the first year increasing to 70 students by the fifth year.

Proposed Program Title in the Region of Authorization: Associate of Applied Science in Surgical Technology in the Fox Valley Region

Projected Enrollments: Madison Media Institute DBA Rockford Career College estimates enrollment of 45 students in the program in the first year increasing to 70 students by the fifth year.

Institutional Accreditation: Madison Media Institute is nationally accredited by the Accrediting Council for Independent Colleges and Schools (ACICS).

Background and History

New Media Arts Training Centers, Inc. DBA Madison Media Institute (MMI or the Institute) is a proprietary institution offering career-oriented educational programs in the fields of recording and music technology, video and motion graphics, and digital media design and productions in Madison, Wisconsin, and Minneapolis, Minnesota. In addition, with the purchase of Rockford Career College, it now offers programs in Illinois. Rockford Career College (the College) was founded in 1862 as Rockford Business College, “to provide a good business education at a reasonable cost to the residents of Rockford Illinois.” In 2003, the College was acquired by the American Higher Education Development Group, corporately structured as AHED of Illinois, Inc. In 2008 the College moved to its current location and changed its name to Rockford Career College. In 2013 Rockford Career College became a branch of New Media Arts DBA Madison

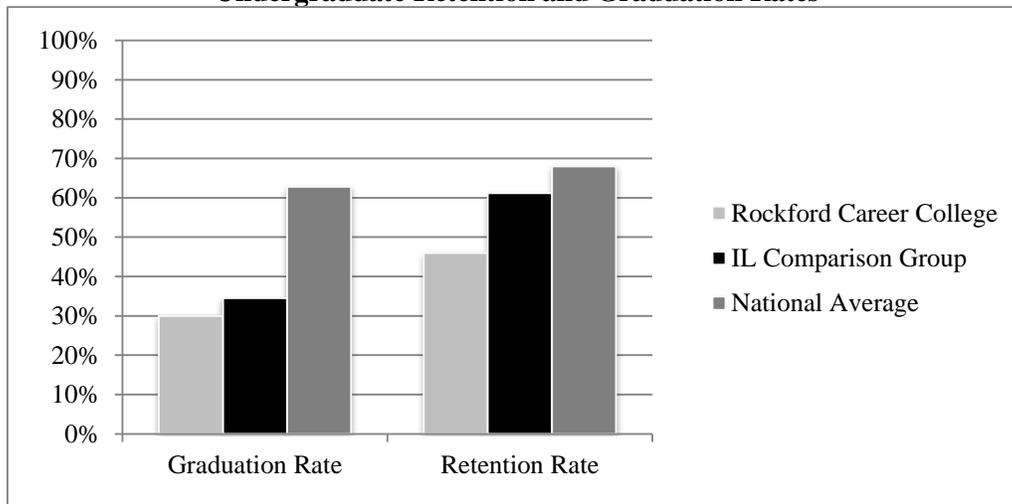
Media Institute, a sister institution also owned by AHED, and now operates as New Media Arts DBA Rockford Career College. Due to this new ownership structure, Madison Media Institute DBA Rockford Career College requested and was granted authorization to operate in Illinois by IBHE at the June 2015 board meeting. Because it offers short-term vocational postsecondary certificates as well as degrees, Rockford Career College is also under the authority of the Private Business and Vocational Schools (PBVS) of the Illinois Board of Higher Education. With this application, the College is seeking to offer five new applied associates degrees in the Fox Valley 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), U.S. Department of Education
 Note: Rockford Career College is in the associates-granting Illinois comparison group.
 Higher percentages are positive indicators.*

Undergraduate Graduation Rate

Rockford Career College's 2012-2013 graduation rate was 30 percent and the average for Illinois comparison group was 34.5 percent. The national 2012-2013 average graduation rate for two-year proprietary institutions was 62.8 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 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).

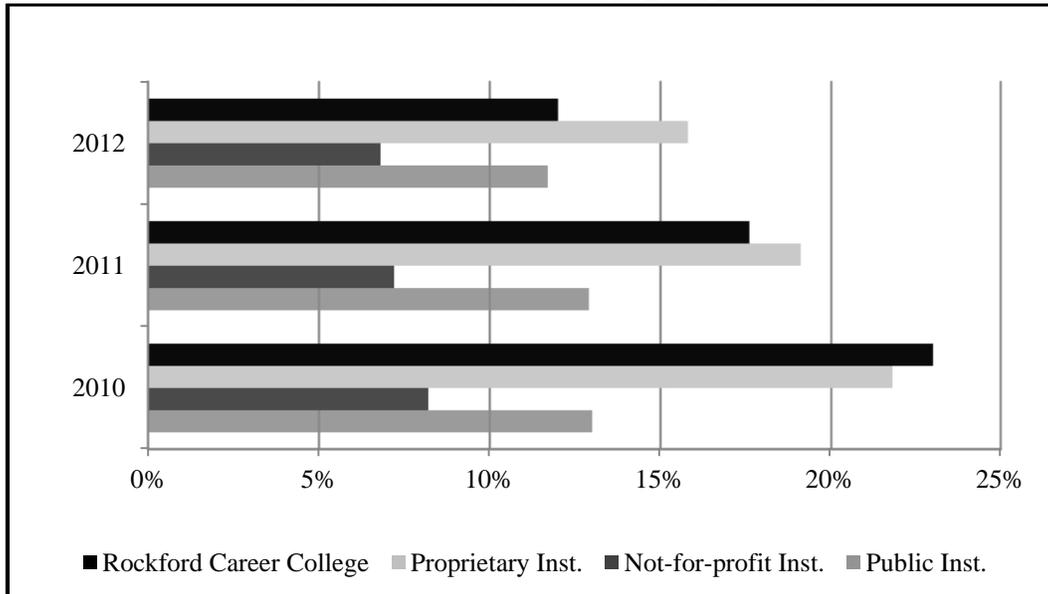
Undergraduate Retention Rate

Rockford Career College's 2012-2013 retention rate was 46 percent and the average for Illinois comparison group was 61.2 percent. The national average retention rate for two-year proprietary institutions in 2012-2013 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 NCES.

Undergraduate Completions per 100 FTE

Rockford Career College's 2013 completions per 100 full-time equivalent (FTE) enrollment was 37. 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), U.S. Department of Education
Note: Rockford Career College is a proprietary institution. A lower number is a positive indicator.

Student Loan Default Rate

The three-year student loan default rate for Rockford Career College was 12.0 percent in 2012, 17.6 percent in 2011 and 23.0 percent in 2010. 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 Program or William D. Ford Federal Direct Loan Program loans during a particular federal year, October 1 to September 30, and default or meet other specified conditions prior to the end of the second following fiscal year. The U.S. Department of Education stated that the Fiscal Year 2012 three-year national cohort default rate was 11.7 percent. The Fiscal Year 2012 three-year national cohort average default rate breakdown by institutional sector is: 11.7 percent for public institutions; 6.8 percent for not-for-profit institutions; and 15.8 percent for proprietary institutions.

Based on the low student outcome measures, staff requested additional information on the plans of the Institute to address the concern. Staff reviewed additional documentation submitted by the Institute detailing improvement plans. Staff is recommending approval of the proposed programs because of the detailed plans presented by the Institute to improve students' outcome measures and because some of the data points of greatest concern are trending in the positive direction, most notably the student loan default rate. The agency will closely monitor the Institute to ensure that students' performance measures continue to improve.

Mission and Objectives

Criterion 1030.60(a) (1) provides that the objectives of the degree program(s) must be consistent with what the degree program title(s) imply.

Criterion 1030.60(a) (2) provides that the requested degree program shall be congruent with the purpose, goals, objectives and mission of the institution.

The objectives of the proposed programs are consistent with the mission of Madison Media Institute which is focused on providing career oriented education to students. MMI works closely with local and regional employers to identify employment needs and skills and to ensure appropriate matching in the training of its students. The goal of the Institute and the College is to provide efficient and cost effective career training programs to students while providing "quality education through continuous professional development."

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 proposed programs must have completed high school or obtained a GED certificate. Prospective students may also take a state-authorized examination recognized as the equivalent of a high school diploma (High School Equivalent Test, Test Assessing Secondary Completion, or other state-authorized examination). Interviews are conducted with each candidate to establish interest and suitability for admission. Each candidate is assigned an enrollment specialist who will provide guidance on the admission process and facilitate the submission of required application materials.

Curriculum

Associate of Applied Science in Allied Health

The Associate of Applied Science in Allied Health was designed to provide existing healthcare professionals with an opportunity to continue their studies in the healthcare field. Students will learn best healthcare practices and diversity issues facing today's healthcare profession as well as gain the skills and knowledge to succeed in healthcare management settings. Graduates of the program will have career opportunities in healthcare settings such as medical office management, medical assisting, or medical office billing and coding. Upon completion of the program, students are eligible for entry-level employment in a professional Allied Health or Allied Health-related field. Students are required to complete a total of 105.5 quarter hours including 52 quarter hours of transferred core courses.

Associate of Applied Science in Construction Management

The Associate of Applied Science in Construction Management is a completion program designed to provide students with the skills and knowledge to work in the trade and construction management fields. In addition to general education courses, this program also offers a course in digital communication strategies, which provides students with an opportunity to explore current social media and its use in a professional setting. Students will take courses in construction management, and learn best practices and procedural issues facing today's trade and construction management profession. Students enrolling in the Construction Management degree completion program must have successfully completed one of the College's Trades Diploma programs, of which 46 credits of core trades curriculum will be transferred to the degree program. Eligible trade diploma programs include: Heating; Ventilation; Air Conditioning and Refrigeration; Welding; Electrical Technician; and Facilities Management. Upon completion of the program, students could seek entry-level employment in a professional construction management-related field. Students are required to complete a total of 96 quarter hours, including 46 quarter hours of transferred core courses.

Associate of Applied Science in Diagnostic Cardiovascular Sonography

The Associate of Applied Science in Diagnostic Cardiovascular Sonography was designed to prepare students to perform cardiovascular testing under the supervision of a physician. Students will receive didactic, laboratory, and clinical experience in echocardiography, vascular ultrasound, and electrocardiography. Graduates of the program will have the skills and knowledge to comprehend cardiovascular anatomy and physiology, cardiovascular pathology, EKG interpretation, patient care, and common protocols for each cardiovascular exam. Upon successful completion of the program, students could seek entry-level employment in cardiovascular sonography-related positions. Students are required to complete a total of 110 quarter hours.

Associate of Applied Science in Medical Laboratory Technician

The Associate of Applied Science in Medical Laboratory Technician was designed to provide students with the education in theory and practice in the field of Medical Laboratory Technician (MLT). Students will learn the skills necessary to perform critical tests that provide physicians with the information and data required to diagnose diseases. Students will have externship opportunities in order to gain relevant practical experience in a professional setting. The curriculum also prepares students to take the American Society for Clinical Pathology National

Credentialing exam. Upon successful completion of this program and certification, students may apply for entry level positions in the MLT or MLT-related fields. Students are required to complete a total of 111.5 quarter hours.

Associate of Applied Science in Surgical Technology

The Associate of Applied Science in Surgical Technology prepares students with the necessary skills and academic knowledge for entry-level positions as surgical technicians. Graduates of the program will have career opportunities in healthcare settings such as hospitals and outpatient surgical clinics. The program was designed to blend didactic instruction and hands-on training in the lab and clinical work, to ensure that students develop the requisite skills and knowledge to gain entry-level employment as surgical technicians in the medical industry. Students are required to complete a total of 113 quarter hours.

Assessment of Student Learning

The Institute has established policies for assessment of student learning outcomes. Students' learning outcomes will be assessed using several methods including quizzes, midterm and final exams, classroom presentations, lab experiments, team projects, and written assignments. At a minimum, a quiz or exam is taken weekly to ensure that students understand the instructional materials. For courses with laboratory components, students are required to demonstrate proficiency in the content area. Once the faculty has deemed the student competent in the skill, the student is allowed to progress in the course. For programs with an externship component, students are assessed during the middle and end of the externship experience. The students are also assessed by the externship site supervisor and feedback is provided to the Institute to ensure students are progressing appropriately.

Program Assessment

The Institute has established policies for reviewing programs for continuous improvement. Programs are reviewed at a minimum twice every year as coordinated by the Program Advisory Committee, which meets a minimum of two times per year to discuss the curriculum content for each course and the overall program objectives. The committee also meets to discuss employment trends in the industry to provide feedback on career-focused training for students.

Programs are also assessed throughout the year by faculty. The faculty meet a minimum of two times per year to review the curriculum, suggest program changes, and provide feedback to the corporate Director of Curriculum Instruction and Design. Once the feedback is reviewed, if deemed appropriate, the changes to the curriculum are made and distributed to the departments for implementation. Students are surveyed at the end of each course and at the end of the program to ensure that students' educational needs are met. The employers who hire graduates are surveyed within 60 days of hire to determine if the graduate has the necessary skills required for the occupation.

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 has adequate facilities to support the proposed program including classrooms, offices, library, resource center, laboratories and student lounge. The current facility has 16 classrooms, seven laboratories, a library, and 28 administrative office spaces. The Learning Resource Center (LRC) at the College provides academic support to students through reference, research, and resource circulation assistance. The LRC also works in collaboration with other campuses affiliated with the American Higher Education Development Corporation “to support its operations and functions through shared collection development goals, policy operations, and cooperative resource collaboration.” The LRC has over 900 books, and access to more than 4,200 e-journals.

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.

College faculty members possess the training, credentials, and other required qualifications to provide quality instructions to students. The Institute has identified institutional processes to ensure faculty meet the relevant credentials and experience to teach in the program.

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 Institute has submitted five-year fiscal plans that show operational revenue for the College will exceed expenditures for the projected five years of operation.

Accreditation/Licensure

The College will seek accreditation for its Diagnostic Cardiovascular Sonography program from the Commission on Accreditation of Allied Health Education Programs. Upon receiving state and accrediting body approval of the program, the College plans on pursuing programmatic accreditation for this program.

The College will seek accreditation for its Medical Laboratory Technician program from the Accrediting Bureau of Health Education Schools (ABHES). Upon receiving state and accrediting body approval of the program, the College plans on pursuing programmatic accreditation for this program.

The College will seek accreditation for its Surgical Technology program from the ABHES. Upon receiving state and accrediting body approval of the program, the College plans on pursuing programmatic accreditation for this program.

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 Institute submitted detailed and adequate information on the College's academic policies, tuition, fees, and refund policies, admissions procedures, and other relevant information necessary for prospective students to make informed decisions on enrollments.

Staff Conclusion

The staff concludes that Madison Media Institute DBA Rockford Career 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.