

APPROVED
MARCH 1, 2016

Item #IV-10
March 1, 2016

**NEW UNITS OF INSTRUCTION, PUBLIC SERVICE,
AND RESEARCH AT PUBLIC UNIVERSITIES**

Submitted for: Action.

Summary: This item requests approval of four degree programs and one college at four public universities.

Action Requested: That the Illinois Board of Higher Education approve the following:

Southern Illinois University Carbondale

- Bachelor of Science in Fermentation Science in the Southern Region

University of Illinois at Chicago

- Bachelor of Arts in Integrated Design and Arts in the Chicago Region

University of Illinois at Springfield

- Bachelor of Arts in Public Administration in the Central Region
- Bachelor of Arts in Public Policy in the Central Region

University of Illinois at Urbana-Champaign

- Carle Illinois College of Medicine in the Prairie Region

STATE OF ILLINOIS
BOARD OF HIGHER EDUCATION

**NEW UNITS OF INSTRUCTION, PUBLIC SERVICE,
AND RESEARCH AT PUBLIC UNIVERSITIES**

By statute, the Illinois Board of Higher Education is responsible for approving new on-campus and off-campus units of instruction, organized research, and public service, and units of administration proposed by public university governing boards. The Board's approval criteria, defined in rules adopted for administering the statute, addresses university mission, academic control, faculty and staff, support services, financial resources, student demand, curriculum, statewide need, and congruence with Board policies and priorities. In addition to the approval criteria in rules, each new program was reviewed for its contributions to the goals of *The Illinois Public Agenda for College and Career Success*, which sets forth new priorities to guide Illinois higher education. Staff recommendations are based on analyses of application materials and responses to staff questions, and, for advanced degree programs, recommendations of external consultants.

Executive Summary – Public Institutions

Southern Illinois University Carbondale

- Bachelor of Science in Fermentation Science in the Southern Region

Southern Illinois University Carbondale requests authorization to offer a Bachelor of Science in Fermentation Science in the Southern Region. The Bachelor of Science in Fermentation Science is an interdisciplinary program designed to provide a foundation of the scientific and technical underpinnings of the field, as well as specialized courses in fermentation sciences. The program requires a minimum of 87 credit hours for the major and a total of 120 credit hours. Graduates will be prepared for careers in fermentation-related industries and with the requisite background to pursue advanced studies in fermentation-related fields including but not limited to brewing, distilling, and enology. The program is structured to meet the criteria outlined by the Master Brewers Association of American, a newly formed higher education committee. 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 program.

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

University of Illinois at Chicago

- Bachelor of Arts in Integrated Design and Arts in the Chicago Region

The University of Illinois at Chicago requests authority to offer a Bachelor of Arts in Integrated Design and Arts in the Chicago region. The Bachelor of Arts in Integrated Design and Arts is a 120 credit hour humanities-focused major that provides multi-disciplinary study in

design and arts thinking and literacy as a means to develop critical and creative thinking skills and cultural, visual, and digital knowledge. Developed cooperatively with the four Schools of the College of Architecture, Design, and the Arts – Architecture, Art and Art History, Design, and Theater and Music – the program combines core requirements in six design and arts disciplines, a two-semester senior capstone experience, and customizable elective options. 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.

University of Illinois at Springfield

- Bachelor of Arts in Public Administration in the Central Region

University of Illinois at Springfield requests authorization to offer a Bachelor of Arts in Public Administration in the Central Region. The 120 semester hour curriculum was developed to prepare students to serve as managers in local, state, and federal government as well as in the nonprofit sector. This interdisciplinary field applies the theories and methods of the social sciences to solve the problems of governance and public service. Areas of study include the principles of public administration, management, organization theory, public policy, public budgeting, financial management, law, ethics and social science research methods. 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 program.

- Bachelor of Arts in Public Policy in the Central Region

University of Illinois at Springfield requests authorization to offer a Bachelor of Arts in Public Policy in the Central Region. The proposed degree is a 120 credit hour program that affords students two distinct tracks: American or Comparative/International. All program students will be required to complete a six credit hour Public Policy internship as a part of their degree requirements. 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 program.

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

University of Illinois at Urbana-Champaign

- Carle Illinois College of Medicine in the Prairie Region

The University of Illinois at Urbana-Champaign requests authority to establish the Carle Illinois College of Medicine in partnership with the Carle Health System in the Prairie Region. The new College will produce physicians who are trained in state-of-the-art engineering principles and technologies that have changed the practice of medicine and who will define and develop the technologies of the future. These physicians will know how to collect and analyze big data from genomics to clinomics and they will know how to diagnose and treat patients. The Carle Illinois College of Medicine's administrative, financial, and governance functions will be managed within the Urbana-Champaign campus' established policies and processes. The College of Medicine will be integrated within the University and will further the campus' mission

to enhance the lives of residents in Illinois, across the nation, and around the world through leadership in learning, discovery, engagement, and economic development. No new State general revenue funding is requested in this proposal. Funding, staffing, space, and equipment for the College will come from the University's institutional operating funds derived from tuition and fees income, sponsored research funding, clinical practice revenues, and gifts and endowment income. In addition, allocations from the Carle Foundation and additional fundraising contributions will support the College.

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

The staff recommends adoption of the following resolutions:

The Illinois Board of Higher Education hereby grants to Southern Illinois University Carbondale authorization to establish the Bachelor of Science in Fermentation Science in the Southern 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 University of Illinois at Chicago authorization to establish the Bachelor of Arts in Integrated Design and Arts 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 the University of Illinois at Springfield authorization to establish the Bachelor of Arts in Public Administration and the Bachelor of Arts in Public Policy in the Central 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 the University of Illinois at Urbana-Champaign authorization to establish the Carle Illinois College of Medicine in the Prairie 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.

Southern Illinois University Carbondale

Proposed Program Title in the Region of Authorization: Bachelor of Science in Fermentation Science in the Southern Region.

Projected Enrollments and Degrees: Southern Illinois University Carbondale projects the Bachelor of Science in Fermentation Science will increase from approximately 14 students in the first year to 48 students in the fifth year. The University projects 14 degrees will be awarded in the fifth year.

Background

Southern Illinois University Carbondale (SIUC or the University) requests authorization to offer a Bachelor of Science in Fermentation Science.

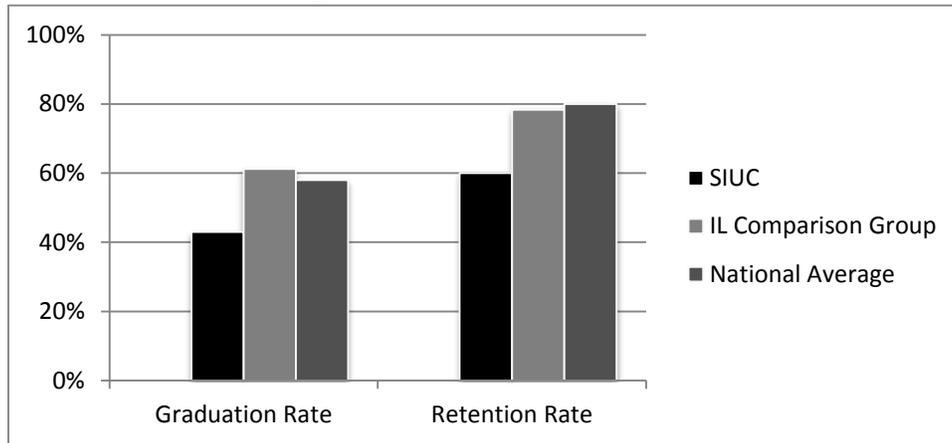
The Bachelor of Science (BS) in Fermentation Science requires a minimum of 87 credit hours for the major and a total of 120 credit hours. The proposed program will prepare students for careers in fermentation-related industries and will provide graduates with the requisite background to pursue advanced studies in fermentation-related fields including, but not limited to, brewing, distilling, and enology. The BS in Fermentation Science will also prepare students for careers in non-beverage areas, such as industrial fermentation related to food science, energy production, and value added biomass production. The program is structured to meet the criteria outlined by the Master Brewers Association of American (MBAA), a newly formed higher education committee. The program will be administered by the Fermentation Science Institute.

Institutional Data

1050.30(b)(1)(G) 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: Southern Illinois University Carbondale is in the baccalaureate selective Illinois comparison group. Higher percentages are positive indicators.

Undergraduate Graduation Rate

SIUC's 2012-13 graduation rate was 43 percent. The 2012-13 average graduation rate among comparable Illinois institutions was 61.2 percent and the national average for public institutions was 58 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).

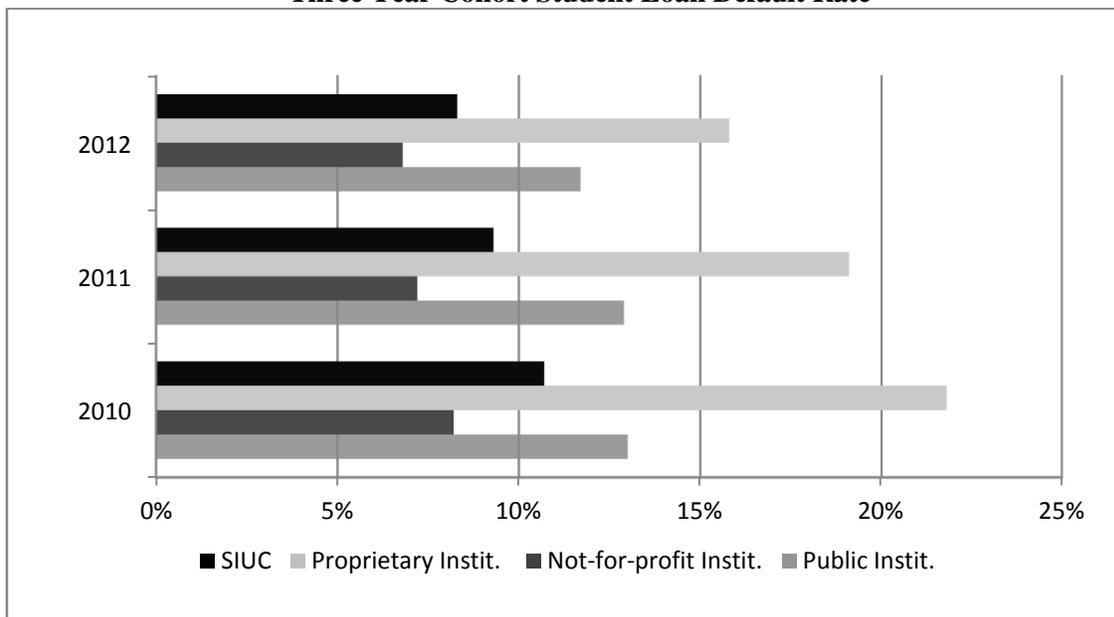
Undergraduate Retention Rate

SIUC's 2012-13 retention rate was 60 percent. The 2012-13 average retention rate for comparable Illinois institutions was 78.3 percent, and the national average for public institutions was 80 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 NCES.

Undergraduate Completions per 100 FTE

SIUC's 2012-13 completions per 100 full-time equivalent (FTE) rate was 34. The average among comparable Illinois institutions was 24. 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: Southern Illinois University Carbondale is a public institution.
A lower number is a positive indicator.

The three-year student loan default rate for Southern Illinois University Carbondale was 8.3 percent in 2012, 9.3 percent in 2011, and 10.7 percent in 2010. The three-year cohort student loan default rate is the percentage of a school's borrowers who enter repayment on the 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 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 for-profit institutions.

Need

1050.30(a)(6(A) The unit of instruction, research or public service is educationally and economically justified based on the educational priorities and needs of the citizens of Illinois; B) The unit of instruction, research or public service meets a need that is not currently met by existing institutions and units of instruction, research or public service.

The proposed BS in Fermentation Science will address a workforce need by educating graduates to work in the rapidly developing craft brewing industry. The proposed program addresses a need in Illinois and nationally for fermentation scientists. Until only recently, the only programs with a special focus on brewing science were located at University of California, Davis, Oregon State University, and Appalachian State University. The rapid growth in the craft brewing industry has led to demand for fermentation scientists with strong scientific training and coursework focused on brewing science. The growth that has occurred over the last several decades is significant. There were fewer than 100 breweries nationally in the mid-1970s. In

2014, there were 3,464 breweries. Data that are specific to careers in fermentation science are difficult to obtain, as the United States Bureau of Labor Statistics categorizes these positions under the category of Agriculture and Food Scientists. The Bureau of Labor Statistics projects a nine-percent growth in jobs with a median pay of \$58,610 per year.

The Illinois Public Agenda for College and Career Success

The University indicates the proposed program will support goals 1 and 3 of *The Illinois Public Agenda for College and Career Success*. Goal 1 is to increase educational attainment to match the best-performing states. The core requirements of the program benefit from and contribute to the state and national goals of increasing STEM education. This program also supports Goal 3, *which is to increase the number of high-quality post-secondary credentials to meet the demands of the economy and an increasing global society*. The proposed program will provide a degree linked to the workforce needs of the craft brewing industry which is currently not being addressed.

Comparable Programs in Illinois

No other institutions in Illinois offer a bachelor's degree in fermentation science.

Mission and Objectives

1050.30(a)(1)(A) The objectives of the unit of instruction, research or public service are consistent with the mission of the college or university; B) The objectives of the unit of instruction, research or public service are consistent with what the unit title implies.

The proposed BS in Fermentation Science is in alignment with the overall mission of the University. The proposed program is consistent with the purpose, goals, objectives, and mission of the University. The requested degree title reflects the degree's program objectives and curriculum.

Curriculum and Assessment

1050.30(b)(1) [applicable only to units of instruction]: (A) The caliber and content to the curriculum assure that the objectives of the unit of instruction will be achieved; B) The breadth and depth of the curriculum are consistent with what the title of the unit of instruction implies; C) The admission and graduation requirements for the unit of instruction are consistent with the stated objectives of the unit of instruction; D) Provision is made for guidance and counseling of students, evaluations of student performance, continuous monitoring of progress of students toward their degree objectives and appropriate academic record keeping.

1050.30(a)(2) The design, conduct, and evaluation of the unit of instruction, research or public service are under the direct and continuous control of the sponsoring institution's established processes for academic planning and quality maintenance.

Admission Requirements

Applicants for admission to the Bachelor of Science in Fermentation Science must have graduated with a high school diploma. A minimum GPA of 3.0 (on a 4.0 scale) or an ACT composite at or above a 23 is also required of applicants.

Curriculum

The Bachelor of Science in Fermentation Science is an interdisciplinary program designed to provide a foundation of the scientific and technical underpinnings of the field, as well as specialized courses that focus on key areas of fermentation science. The program requires a minimum of 87 credit hours for the major, including 27 hours in fermentation science, 56 hours in basic and applied science, and four hours in hospitality and business with a total of 120 credit hours required for graduation. The curriculum will include courses on fermentation sciences, basic and applied science in microbiology, plant biology, chemistry, and physics, as well as the more applied areas of the agricultural sciences, and hospitality and business management related classes. For the capstone course, students will conduct research under the direction and supervision of a faculty advisor culminating in a written report. The fermentation internship will be directed under the supervision of a mentor in a fermentation-related industry.

Assessment of Student Learning

The University 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: readings, written assignments, course exams, laboratory assignments, a final research project, and a fermentation-related industry internship. Indirect assessments include formal student evaluations of faculty and courses, retention, graduation, and time-to-completion rates, graduation placements, satisfaction data, 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 Associate Provost for Academic Programs office has an established program review process that ensures that all programs are systematically and continuously monitored by both on- and off-campus reviewers. Programs are expected to report annually on their assessment of student learning outcomes and to track annual performance indicators, such as faculty performance, fiscal strength, and job placement rates. All collected and evaluated data will be reviewed by a faculty committee to ensure a process of continuous quality improvement. The University will follow these existing protocols for continuous improvement.

Facilities (space, equipment, instructional materials)

1050.30(a)(4)(A) Facilities, equipment and instructional resources (e.g., laboratory supplies and equipment, instructional materials, computational equipment) necessary to support the high quality academic work in the unit of instruction, research or public service are available and maintained; B) Clinical sites necessary to meet the objectives of the unit of instruction, research or public service; C) Library holdings and acquisitions, owned or contracted for by the institution, that are necessary to support high quality instruction and scholarship in the unit of instruction, research and public service, are conveniently available and accessible, and can be maintained.

Facilities at the University are sufficient for implementing the proposed BS in Fermentation Science. Classroom space, computer resources, and library services are sufficient for the program's needs. Morris Library is the main library for Southern Illinois University Carbondale. The Library holds more than 2.6 million volumes, 3.6 million microform units, and

over 36,000 current periodicals and serials. Library users have access to I-Share (the statewide automated system) and to a comprehensive array of databases and other electronic data files. Morris Library provides a wide range of services, including reference assistance, instructional and technical support, distance learning, geographic information systems (GIS), and multimedia courseware development. All databases, e-books, and the catalog are available 24 hours a day, seven days a week. Morris Library is part of the Consortium of Academic and Research Libraries in Illinois, Association of Research Libraries, and the Greater Western Library Alliance.

Faculty and Staff

1050.30(a)(3)(A) The academic preparation and experience of faculty and staff ensure that the objectives of the unit of instruction, research or public service are met; B) The academic preparation and experience of faculty and staff, as evidenced by level of degrees held, professional experience in the field of study and demonstrated knowledge of the field, ensure that they are able to fulfill their academic responsibilities; C) The involvement of faculty in the unit of instruction, research or public service is sufficient to cover the various fields of knowledge encompassed by the unit, to sustain scholarship appropriate to the unit, and to assure curricular continuity and consistency in student evaluation; D) Support personnel, including but not limited to counselors, administrators, clinical supervisors, and technical staff, which are directly assigned to the unit of instruction, research or public service, have the educational background and experience necessary to carry out their assigned responsibilities.

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 and Personnel Resources

1050.30(a)(5)(A) The financial commitments to support the unit of instruction, research or public service are sufficient to ensure that the faculty and staff and support services necessary to offer the unit of instruction, research or public service can be acquired and maintained; B) Projections of revenues necessary to support the unit of instruction, research or public service are based on supportable estimates of state appropriations, local tax support, student tuition and fees, private gifts, and/or governmental grants and contracts.

No new state resources will be needed to establish the Bachelor of Science in Fermentation Science. Program costs will be offset by tuition revenues. Existing faculty, facilities, and financial resources will be sufficient for running the program.

Accreditation and Licensure

1050.30(b)(3) [applicable only to units of instruction: Appropriate steps have been taken to assure that professional accreditation needed for licensure or entry into a profession as specified in the objectives of the unit of instruction is maintained or will be granted in a reasonable period of time. Reporting Requirement (Board Policy, April 2002): Programs in which state licensure requires specialized accreditation for students to obtain professional licensure, but which have not yet achieved accreditation, will undergo full review and report to IBHE every three years until accreditation is achieved.

Neither specialized accreditation nor licensure of program graduates is required.

Program Information

1050.30(b)(2) [applicable only to units of instruction]: The information which the institution provides for students and the public accurately describes the unit of instruction, including its objectives, length, residency requirements if any, schedule of tuition, fees, and all other charges and expenses necessary for completion of the unit of instruction, cancellation and refund policies, student rights and responsibilities, and such other material facts concerning the institution and the unit 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 information about the proposed program, including detailed descriptions of the admission policies, University policies, tuition, fees, and curriculum are provided in the proposal and will be published on the University's website.

Staff Conclusion

The staff concludes that the Bachelor of Science in Fermentation Science proposed by Southern Illinois University Carbondale meet the criteria to implement the Board of Higher Education Act (110 ILCS 205/et.seq.) as set forth in 23 Illinois Administrative Code, Ch. II, Section 1050.30, and the Illinois Board of Higher Education policies pertaining to assessment and accreditation or licensure.

University of Illinois at Chicago

Proposed Program Title in the Region of Authorization: Bachelor of Arts in Integrated Design and Arts in the Chicago Region.

Projected Enrollments and Degrees: The University of Illinois at Chicago projects the program will increase from approximately ten students in the first year to 40 students in the fifth year. The University projects ten degrees will be awarded in the fifth year.

Background

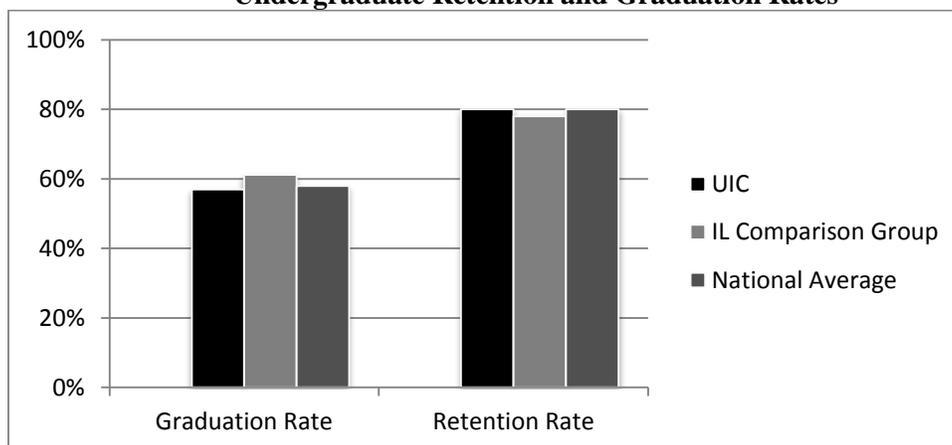
The University of Illinois at Chicago (UIC or the University) requests authority to offer a Bachelor of Arts (BA) in Integrated Design and Arts in the Chicago region. By engaging students in coursework across all four of the College of Architecture, Design, and the Arts' units, the proposed BA provides broad access to the wide range of outstanding faculty, their expertise, and their courses in the College that were previously largely restricted to disciplinary majors.

Institutional Data

1050.30(b)(1)(G): 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 those 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: The University of Illinois at Chicago is in the four-year, selective Illinois comparison group. Higher percentages are positive indicators.

Undergraduate Graduation Rate

UIC's 2012-13 graduation rate was 57 percent. The national 2012-13 average graduation rate for public four-year institutions was 58 percent and the average among comparable Illinois institutions was 61.2 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 NCES.

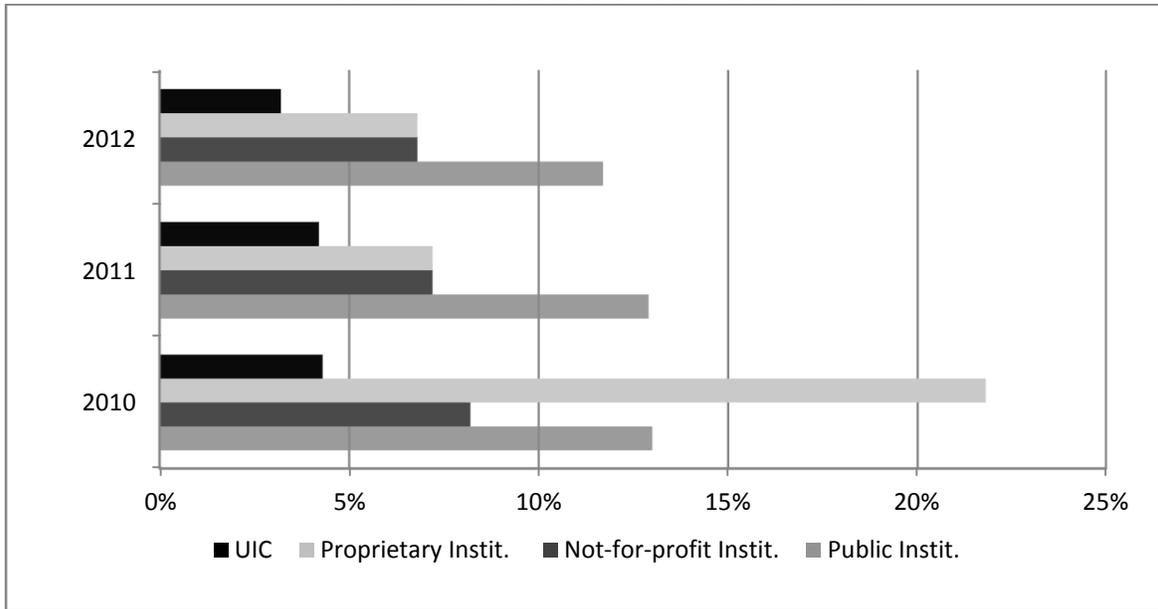
Undergraduate Retention Rate

UIC's 2012-13 retention rate was 80 percent. The national average retention rate for public four-year institutions in 2012 was 80 percent and the average for comparable Illinois institutions was 78.3 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

UIC's 2012-13 completions per 100 full-time equivalent (FTE) rate was 24. The average among comparable Illinois institutions was 24.7. 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: The University of Illinois at Chicago is a public institution.
 A lower number is a positive indicator.*

The three-year student loan default rate for UIC was 3.2 percent in 2012, 4.2 percent in 2011 and 4.3 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 (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 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 for-profit institutions.

Need

1050.30(a)(6): A) The unit of instruction, research or public service is educationally and economically justified based on the educational priorities and needs of the citizens of Illinois; B) The unit of instruction, research or public service meets a need that is not currently met by existing institutions and units of instruction, research or public service.

The Bureau of Labor Statistics projects a 7.3 percent increase in employment opportunities nationally for those in architecture and related design occupations by 2022, and a 7.0 percent increase in employment opportunities for those in arts, design, entertainment, sports, and media occupations by 2022.

In the State of Illinois, design and arts organizations are a key economic driver. According to *Arts and Economic Prosperity IV*, a report released by Americans for the Arts, Illinois’ nonprofit arts and culture organizations and their audiences generated \$2.75 billion in annual spending and supported more than 78,000 full-time-equivalent jobs. The for-profit sectors of architecture and design are equally influential, particularly in Chicago, which is recognized as

a world center for innovation and cultural production in architecture, design, theatre, music, dance, and art.

The Illinois Public Agenda for College and Career Success

The proposed program supports Goal 2 of the *Illinois Public Agenda* which speaks to College Affordability. The proposed BA is a no- or low-studio, humanities-focused, flexible degree that allows for integration of coursework across the College. Because it provides new ways for students to access the strengths of existing programs, the proposed BA will improve the ability of the College to attract, retain, and graduate students. The program will also support transfer students, either from other programs at UIC or from other colleges and universities, and who desire affordable degree options that can be completed in two years, assuming the prior completion of 60 credits and all general education requirements.

The proposed program also supports Goal 3, High Quality Credentials to Meet Economic Demand. The proposed BA will produce graduates with a broad understanding of design and arts disciplines, strong critical and creative thinking skills, cultural, visual and digital literacy, and research and writing skills; these high quality credentials are in demand across almost all sectors of employment.

Graduates will be able to pursue careers in design and arts businesses, including design researcher, knowledge manager, project manager, marketing associate, and program officer, among others. For graduates who wish to pursue advanced study, the program provides them with the background to apply for advanced degrees in a range of design and arts fields, including art history, architecture, graphic or industrial design, museum and exhibition studies, arts management, and arts promotion, among others.

Comparable Programs in Illinois

According to the IBHE Degree Program Inventory, only two institutions offer a similar program: University of St. Francis and the Art Institute of Chicago. However, both of these programs are studio-focused and neither incorporates opportunities to integrate the study of design. Thus, the proposed BA in Integrated Design and Arts would be a unique degree in the State of Illinois.

Mission and Objectives

1050.30(a)(1): A) The objectives of the unit of instruction, research or public service are consistent with the mission of the college or university; B) The objectives of the unit of instruction, research or public service are consistent with what the unit title implies.

The proposed BA in Integrated Design and Arts supports the University of Illinois at Chicago's mission and focus. Design and arts thinking and literacy promotes creativity, innovation, and new approaches to understanding the world, materialized in new forms of cultural production and expression. In this way, it supports the University's mission "to create knowledge that transforms our views of the world, and through sharing and application, transforms the world." The proposed program is consistent with the purpose, goals, objectives, and mission of the institution. The requested degree title reflects the degree program objectives and curriculum.

Curriculum/Assessment

1050.30(b)(1): A) The caliber and content of the curriculum must assure that the objectives of the unit of instruction will be achieved; B) The breadth and depth of the curriculum must be consistent with what the title of the unit of instruction implies; C) The admission and graduation requirements for the unit of instruction must be consistent with the stated objectives of the unit of instruction; D) Institutions must show the capacity to develop, deliver and support academic programs. Procedures and policies that will assure the effective design, conduct and evaluation of the degree program under the academic control of the institution must be developed. Assessment plans must demonstrate that the institution has identified clear and appropriate program and student learning goals and has defined appropriate outcomes. Appropriate data must be collected and may be requested by the Board to show the level of student learning that has occurred as a result of participation in the institution's programs of study; E) Degree programs must meet [appropriate] requirements.

Admission Requirements

Applicants to the proposed program must submit the UIC common application and fee, official high school transcripts, and ACT/SAT scores. For international students, submission of a TOEFL score is required with a minimum score of 80. Transfer students interested in one of the majors in the College of Architecture, Design, and the Arts must complete a transfer application to the University. All applicants must be in good standing and have a minimum GPA of 2.75.

Curriculum

The Bachelor of Arts in Integrated Design and Arts is a 120 credit hour, no- or low-studio, humanities-focused major that provides multi-disciplinary study in design and arts thinking and literacy as a means to develop critical and creative thinking skills, and cultural, visual, and digital knowledge. Developed cooperatively with the four Schools of the College of Architecture, Design, and the Arts – Architecture, Art and Art History, Design, and Theater and Music – the program combines core requirements in six design and arts disciplines, a two-semester senior capstone experience, and customizable elective options. Students in the program will also be advised to complete a minor in one of several related areas such as Communication, Museum and Exhibition Studies, Art History, or Business Administration.

Assessment of Student Learning

The University has a standard process for assessing student learning outcomes in all its degree programs. Student success in the programs will be measured by the stated learning objectives. The sequential core courses use a continuous system of studio assignments, course readings, and in-class discussion to assess achievement. All of these courses also require a final paper or project. Assessments in the elective courses vary by discipline. For example, music courses use listening exams, research papers, analyses, and a final exam at the end of each course; art history courses emphasize writing as the means through which to assess students' abilities to express ideas, interpret information, and reach well-reasoned conclusions in a precise and fluent manner, as well as through midterm and final exams; and architecture and design courses use case study analysis, design projects, short essays, course readings, and in-class discussion to evaluate achievement. Assessments in the senior capstone courses generally include projects of original work, public presentations, individual writing assignments, and/or final exams as appropriate.

Program Assessment

Staff will conduct annual reviews of enrollment, retention, graduation rate, and time-to-degree data. Improvements and revisions to the curriculum will be implemented based on this evaluation of program objectives and student outcomes as determined by degree success in the BA program. Evaluation of the initial phase of the program will be based largely on student progress toward the degree. As part of the School's cyclical curriculum review, the entire program and curriculum will be reviewed and evaluated by the program's curriculum committee every four years. In this same review, student course evaluations (required for every course), written student feedback, and annual personnel reviews will have an impact on the quality of student learning, fostering improvements in program content, course content and sequence, and teaching methods.

Facilities (space, equipment, instructional materials)

1050.30(a)(4): A) Facilities, equipment and instructional resources (e.g. laboratory supplies and equipment, instructional materials, computational equipment) necessary to support the high quality academic work in the unit of instruction, research or public service are available and maintained; B) Clinical sites necessary to meet the objectives of the unit of instruction research, or public service; C) Library holdings and acquisitions, owned or contracted for by the institution, that are necessary to support high quality instruction and scholarship in the unit of instruction, research or public service, are conveniently available and accessible and can be maintained.

The University has adequate facilities, equipment, and instructional resources to support the programs. UIC's Library has a rich collection of materials and resources necessary to the fields of design, architecture, and arts. Library holdings number more than eight million items, including 2.3 million books and bound periodicals, and over six million other items. The University Library currently receives 61,438 print or electronic serials. Students and faculty have full access to books and other materials shelved on the open stacks, and both on-site and remote access to the library's collection of electronic databases, books, and journals. The University Library has 35 professional staff members with graduate degrees in Library and Information Science. Among them is a Liaison Librarian for Architecture and Art who is the contact person for library instruction and consultation, collection development activities, and outreach to the School of Design, School of Art and Art History, and School of Architecture.

Faculty and Staff

1050.30(a)(3)(A): The academic preparation and experience of faculty and staff ensure that the objectives of the unit of instruction, research or public service are met.

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

Fiscal and Personnel Resources

Criterion 1050.30(a)(5): A) The financial commitments to support the unit of instruction, research or public service are sufficient to ensure that the faculty and staff and support services necessary to offer the unit of instruction, research or public service can be acquired and

maintained; B) Projections of revenues necessary to support the unit of instruction, research or public service are based upon supportable estimates of state appropriations, local tax support, student tuition and fees, private gifts, and/or governmental grants and contracts.

No new state resources will be requested to establish the proposed program. The University has adequate faculty, staff, and other instructional resources to administer the BA in Integrated Design and Arts.

Accreditation/Licensure

Neither specialized accreditation nor licensure is required for the proposed program

Program Information

1050.30(b)(2)(A): The information the institution provides for students and the public...(B) The information listed in subsection (b)(2)(A) shall be available to prospective students prior to enrollment and shall be included in the institution's catalog of programs.

Detailed information about the proposed program, including description of the admission policies, university policies, tuition, fees, and curriculum are provided in the proposal and will be published on the University's website.

Staff Conclusion

The staff concludes that the Bachelor of Arts in Integrated Design and Arts proposed by the University of Illinois at Chicago meets the criteria to implement the Board of Higher Education Act (110 ILCS 205/et.seq.) as set forth in 23 Illinois Administrative Code, Ch. II, Section 1050.30, and the Illinois Board of Higher Education policies pertaining to assessment and accreditation or licensure.

University of Illinois at Springfield

Proposed Program Title in the Region of Authorization: Bachelor of Arts in Public Administration in the Central Region

Projected Enrollments and Degrees. The University of Illinois at Springfield has indicated that enrollment in the proposed Bachelor of Arts in Public Administration is projected to grow from 16 students in the first year to approximately 64 students in the fifth year. It has projected that eight degrees will be awarded in the fifth year.

Proposed Program Title in the Region of Authorization: Bachelor of Arts in Public Policy in the Central Region

Projected Enrollments and Degrees. The University of Illinois at Springfield has indicated that enrollment in the proposed Bachelor of Arts in Public Policy is projected to grow from 20 students in the first year to approximately 85 students in the fifth year. It has projected also that 20 degrees will be awarded in the fifth year.

Background

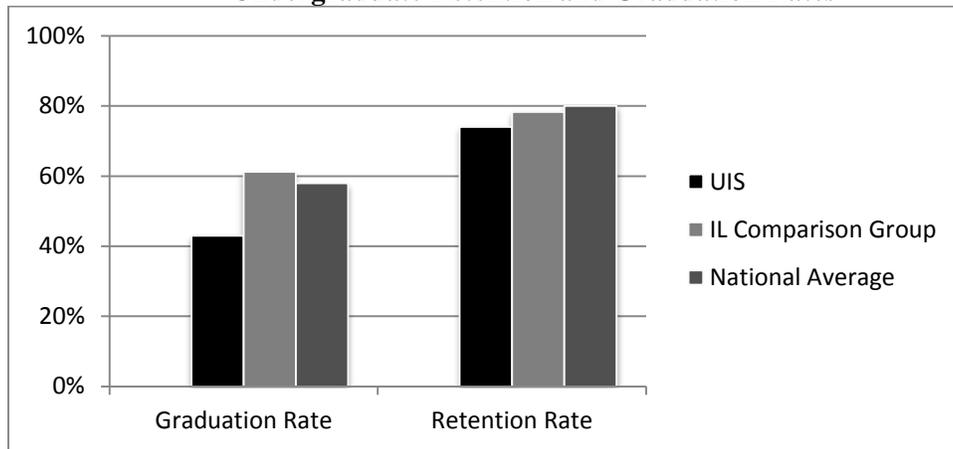
The University of Illinois at Springfield (UIS or the University) requests authority to offer a Bachelor of Arts (BA) in Public Administration and a Bachelor of Arts (BA) in Public Policy. These programs were developed from the existing political science department and will provide additional undergraduate opportunities to students interested in public service and policy analysis. The programs will capitalize on the strength of the existing related programs at UIS and the University's location in the state capital.

Institutional Data

1050.30(b)(1)(G) 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: The University of Illinois at Springfield is in the four-year, selective Illinois comparison group. Higher percentages are positive indicators.

Undergraduate Graduation Rate

UIS's 2012-13 graduation rate was 43 percent. The national 2012-13 average graduation rate for public four-year institutions was 58 percent and the average among comparable Illinois institutions was 61.2 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 NCES.

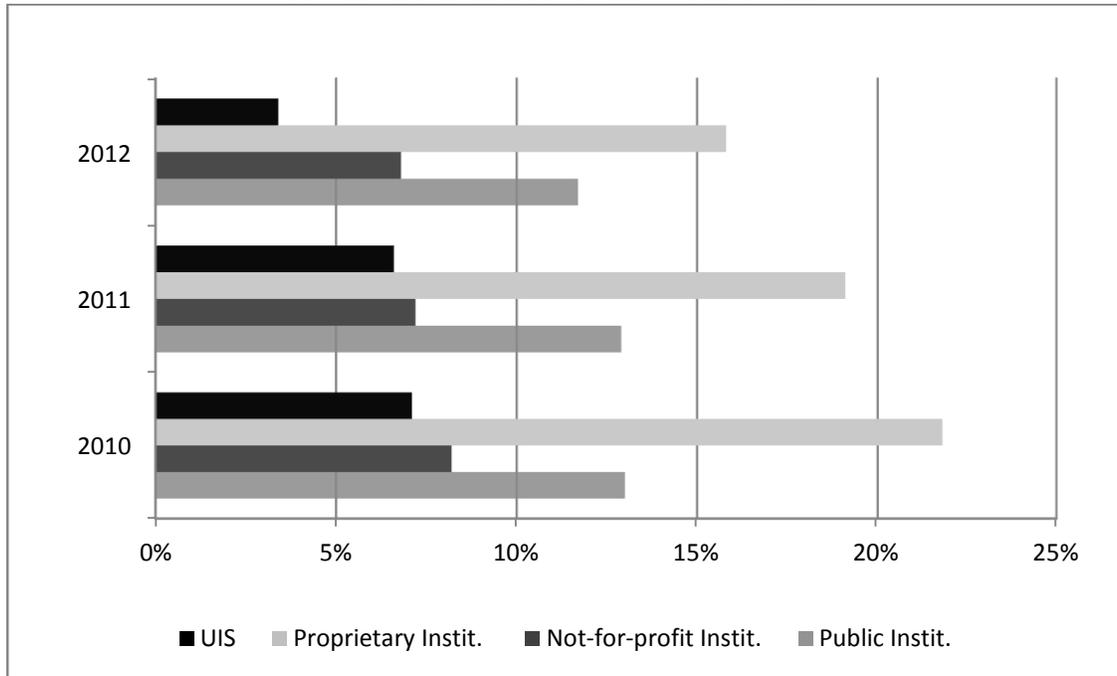
Undergraduate Retention Rate

UIS's 2012-13 retention rate was 74 percent. The national average retention rate for public four-year institutions in 2012 was 80 percent and the average for comparable Illinois institutions was 78.3 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

UIS's 2012-13 completions per 100 Full Time equivalent (FTE) rate was 30. The average among comparable Illinois institutions was 24.7. 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: The University of Illinois at Springfield is a public institution.

A lower number is a positive indicator

Student Loan Default Rate

The three-year student loan default rate for the University of Illinois at Springfield was 3.4 percent in 2012, 6.6 percent in 2011 and 7.1 percent in 2010. The 3-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 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 for-profit institutions.

Need

1050.30(a)(6): A) The unit of instruction, research or public service is educationally and economically justified based on the educational priorities and needs of the citizens of Illinois; B) The unit of instruction, research or public service meets a need that is not currently met by existing institutions and units of instruction, research or public service.

The proposed baccalaureate programs meet a need to train graduates with strong social science and administrative skills for entry-level employment in public service and nonprofit administrative positions or for graduate level education in Public Administration, Political Science, or similar programs. The Illinois Department of Employment Security (IDES) projects strong and consistent growth in many areas aligned with the area of public administration and the

non-profit sector. The 2014 Occupational Outlook Handbook from the Bureau of Labor Statistics projects national growth of 21 percent from 2012-2022 in political science professions, including policy analysis and legislative staffing. In two other related areas where public policy majors might find employment, the Bureau of Labor Statistics projects national growth rates of 18 percent for survey researchers and 32 percent for market research analysts over the next decade. Lobbyists are listed as having a 12 percent growth rate. According to IDES, a number of fields related to public policy will see employment growth in long-term projections.

The Illinois Public Agenda for College and Career Success

The proposed degrees in Public Administration and Public Policy will address Goals 1 and 3 of *The Illinois Public Agenda*. Goal 1 is to “increase educational attainment to match the best-performing states.” The programs will provide educational opportunities not only for traditional age students preparing for a career in the public and nonprofit sector, but also to provide nontraditional students who are already employed in such jobs with mechanisms for seeking higher degree attainment. The curricula will offer a linked approach to allow those with associate degrees in a variety of fields to pursue a baccalaureate degree in administration that can align with a variety of skills and employment backgrounds.

The proposed programs were designed to meet Goal 3 “increase the number of high-quality postsecondary credentials to meet the demands of the economy and an increasingly global society.” The programs are designed to develop graduates with skills necessary for careers in public administration and public policy, both important fields with numerous employment opportunities near UIS. The programs will be strengthened by the internship opportunities afforded to students through organizations and agencies based in Springfield.

Comparable Programs in Illinois

Baccalaureate-level public administration programs are a recent development in higher education, but such programs have begun to grow across the United States. At present, no such public administration programs are offered at any public university in the state of Illinois.

Currently, no public university in the state presently offers an undergraduate degree solely in public policy. Western Illinois University (WIU) offers a “Public Policy/Public Service” option as part of its undergraduate Political Science program, but that option is more akin to a concentration than a stand-alone curriculum. WIU is in Macomb, approximately 85 miles from UIS. UIS will offer a stand-alone BA in Public Policy.

Mission and Objectives

1050.30(a)(1): A) The objectives of the unit of instruction, research or public service are consistent with the mission of the college or university; B) The objectives of the unit of instruction, research or public service are consistent with what the unit title implies.

The proposed Public Administration and Public Policy degrees are consistent with the purpose, goals, objectives, and mission of the institution. The requested degree titles reflect the objectives and curriculum for each program.

Curriculum and Assessment

1050.30(b)(1) [applicable only to units of instruction]: A) The caliber and content to the curriculum assure that the objectives of the unit of instruction will be achieved; B) The breadth and depth of the curriculum are consistent with what the title of the unit of instruction implies; C) The admission and graduation requirements for the unit of instruction are consistent with the stated objectives of the unit of instruction; D) Provision is made for guidance and counseling of students, evaluations of student performance, continuous monitoring of progress of students toward their degree objectives and appropriate academic record keeping.

1050.30(a)(2): The design, conduct, and evaluation of the unit of instruction, research or public service are under the direct and continuous control of the sponsoring institution's established processes for academic planning and quality maintenance.

Admission Requirements

Admission requirements for the BA in Public Administration and the BA in Public Policy are based on college preparatory curricula. Other credentials may be considered including class rank, GPA and ACT/SAT scores. Applicants must also provide written evidence of their ability to perform at a high academic level by submitting a personal and academic essay.

Curriculum

Bachelor of Arts in Public Administration

The proposed BA in Public Administration will require 36 hours in the major and 120 credit hours overall. The curriculum was developed to prepare students to serve as managers in local, state, and federal government as well as in the nonprofit sector. This interdisciplinary field applies the theories and methods of the social sciences to solve the problems of governance and public service. Areas of study include the principles of public administration, management, organization theory, public policy, public budgeting, financial management, law, ethics, and social science research methods. All program students will be required to complete a senior capstone course. This is a summative course which will allow students to integrate their coursework in public administration by bringing it to bear on an issue or problem in the practice of public service administration. The capstone course will include a written research/analytic paper.

Bachelor of Arts in Public Policy

The proposed BA in Public Policy is a 120 credit hour program that affords students two distinct tracks: American or Comparative/International. The choice of track will shape the focus for the student's course of study and will affect both the prerequisites and electives that a student must take to receive the degree. Regardless of track, the student must complete a minimum of 41 credit hours of major coursework, including prerequisites, core courses, and electives. All program students will be required to complete a six credit hour Public Policy internship as a part of their degree requirements. Internships include a course with assignments related to the experience. Students receive feedback about their internship performance by a field supervisor and a UIS faculty member.

Assessment of Student Learning Outcomes

For each of the proposed programs, assessment of student learning will occur at the course level through written assignments, exams, and presentations. Course-level assessment data for both programs will be collected by the department chair each semester and disseminated to the department faculty for review. The data include both direct and indirect measures that have been collected through course level learning assessments, program level learning assessments, entry and capstone course assessments, and faculty evaluations. An analysis of this data will occur annually in order to provide ongoing feedback to faculty regarding the extent to which the program is meeting its objectives and the needs of students.

Program Assessment

Program outcomes for the BA in Public Administration were developed by coordinating the undergraduate level outcomes with those of the existing Masters in Public Administration (MPA) program, which is aligned with the core Competencies of the National Association of Schools of Public Policy, Affairs and Administration (NASPAA). Though these competencies are at the master's level, they provide clear guidance on expectations for undergraduate programs in relation to the expected professional competencies. Program assessment will incorporate indirect assessments such as evaluations from internship supervisors, survey of recent program graduates and student focus groups.

For the BA in Public Policy, assessment will be implemented in a phased approach. During Phase 1, the department will engage in curricular mapping to document that the combined course objectives for the program are appropriately mapped onto the program objectives. During Phase 2, a rubric will be developed to assess students' capstone papers on the program objectives. During Phase 3, the rubric will be used to evaluate the capstone papers of the first group of students to reach the capstone. During Phase 4, the results of the analysis of those papers will be explored by faculty to identify any changes needed in the rubric and to obtain the information needed to allow continuous improvement of the courses and program structure to meet the objectives of the program.

All academic programs are required to submit a status report to The Campus Senate Committee on Assessment of Student Learning (CASL) in Year 3 of the program review cycle. The report is reviewed by CASL the following year, and the committee provides feedback to the Departments that are to be incorporated into the review documents.

Facilities (space, equipment, instructional materials)

1050.30(a)(4): A) Facilities, equipment and instructional resources (e.g., laboratory supplies and equipment, instructional materials, computational equipment) necessary to support the high quality academic work in the unit of instruction, research or public service are available and maintained; B) Clinical sites necessary to meet the objectives of the unit of instruction, research or public service; C) Library holdings and acquisitions, owned or contracted for by the institution, that are necessary to support high quality instruction and scholarship in the unit of instruction, research and public service, are conveniently available and accessible, and can be maintained.

The UIS library has a well-established collection of political science and public administration resources to support the new undergraduate programs. In addition, the library employs liaisons for each department to conduct regular resource workshops for faculty and

students. The University has sufficient instructional technology that will support these programs including online learning and research tools, online tutorials, technology support and smart classrooms. The College has sufficient faculty, classroom space, and administrative capacity to support the proposed programs.

Faculty and Staff

1050.30(a)(3): A) The academic preparation and experience of faculty and staff ensure that the objectives of the unit of instruction, research or public service are met; B) The academic preparation and experience of faculty and staff, as evidenced by level of degrees held, professional experience in the field of study and demonstrated knowledge of the field, ensure that they are able to fulfill their academic responsibilities; C) The involvement of faculty in the unit of instruction, research or public service is sufficient to cover the various fields of knowledge encompassed by the unit, to sustain scholarship appropriate to the unit, and to assure curricular continuity and consistency in student evaluation; D) Support personnel, including but not limited to counselors, administrators, clinical supervisors, and technical staff, which are directly assigned to the unit of instruction, research or public service, have the educational background and experience necessary to carry out their assigned responsibilities.

The University has identified institutional policies that ensure faculty 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 and Personnel Resources

1050.30(a)(5): A) The financial commitments to support the unit of instruction, research or public service are sufficient to ensure that the faculty and staff and support services necessary to offer the unit of instruction, research or public service can be acquired and maintained; B) Projections of revenues necessary to support the unit of instruction, research or public service are based on supportable estimates of state appropriations, local tax support, student tuition and fees, private gifts, and/or governmental grants and contracts.

No new state resources are needed to establish the proposed program because most resources for the proposed program already exist, including faculty, staff, facilities and equipment, library resources, and instructional technology. Current faculty will be adequate to provide instruction for the new program.

Accreditation and Licensure

1050.30(b)(3) [applicable only to units of instruction]: Appropriate steps have been taken to assure that professional accreditation needed for licensure or entry into a profession as specified in the objectives of the unit of instruction is maintained or will be granted in a reasonable period of time. Reporting Requirement (Board Policy, April 2002) Programs in which state licensure requires specialized accreditation for students to obtain professional licensure, but which have not yet achieved accreditation, will undergo full review and report to IBHE every three years until accreditation is achieved.

There are no additional accreditation or licensure requirements for the proposed programs.

Program Information

1050.30(b)(2) [applicable only to units of instruction]: The information which the institution provides for students and the public accurately describes the unit of instruction, including its objectives, length, residency requirements if any, schedule of tuition, fees, and all other charges and expenses necessary for completion of the unit of instruction, cancellation and refund policies, student rights and responsibilities, and such other material facts concerning the institution and the unit 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.

Information about the proposed programs, including a detailed description of the curriculum, admission requirements, and tuition and fees will be published on the University's website. Comparable information about the programs will be published in the University's Catalog.

Staff Conclusion

The staff concludes that the Bachelor of Arts in Public Administration and Bachelor of Arts in Public Policy proposed by the University of Illinois at Springfield meets the criteria to implement the Board of Higher Education Act (110 ILCS 205/et.seq.) as set forth in 23 Illinois Administrative Code, Ch. II, Section 1050.30, and the Illinois Board of Higher Education policies pertaining to assessment and accreditation or licensure.

University of Illinois at Urbana-Champaign

Proposed Center Title in the Region of Authorization: Carle Illinois College of Medicine in the Prairie Region

Projected Enrollments and Degrees: This proposal is for the approval of a new specialized engineering-based College of Medicine at the University of Illinois at Urbana-Champaign. The College of Medicine will be integrated within the University and will further the campus' mission to enhance the lives of residents in Illinois, across the nation, and around the world through leadership in learning, discovery, engagement, and economic development.

Background

University of Illinois at Urbana-Champaign (University) requests approval to establish the Carle Illinois College of Medicine (CICM or College of Medicine) in partnership with Carle Health Systems (Carle) in the Prairie Region. The new College of Medicine will produce physicians who are trained in state-of-the-art engineering principles and technologies that have changed the practice of medicine, and who will define and develop the technologies of the future. These physicians will know how to collect and analyze “big data” from genomics to clinomics and they will know how to diagnose and treat patients. The College's primary outcomes are stimulating economic development through a new public-private partnership, increasing collaboration across medicine and engineering to yield new knowledge, significant and visible societal impact, creating healthcare delivery models and solutions for other communities and health care systems in Illinois and beyond, and applying quality assurance measures across all aspects of program delivery including academic measures focused primarily on medical education. The College of Medicine will provide opportunities to bring more research dollars to the State of Illinois through National Science Foundation and National Institute of Health grants.

Institutional Data

1050.30(b)(1)(G): 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 those 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 data are provided because available student outcomes information would not be applicable to the establishment of this new unit.

Need

1050.30(a)(6): A) The unit of instruction, research or public service is educationally and economically justified based on the educational priorities and needs of the citizens of Illinois; B) The unit of instruction, research or public service meets a need that is not currently met by existing institutions and units of instruction, research or public service.

The University is proposing the nation's first specialized engineering-based medical college designed for the express purposes of infusing engineering and computing with the health sciences and clinical training. Graduates of the College will be uniquely equipped and trained to discover and/or invent the devices, approaches, and concepts that will transform medicine. In addition, the new College of Medicine will address a central workforce challenge facing Illinois, a shortage of well-trained physicians. According to a 2010 Illinois Physician Workforce report conducted by Northwestern University's Feinberg School of Medicine, the Illinois Hospital Association, and the Illinois State Medical Society, Illinois is "in danger of being unable to meet even the most pressing health care needs" due to a shortage of physicians. A National Institute of Health Physician-Scientist Committee Report further demonstrates that the physician-scientist workforce is aging and not enough new physicians are being trained to replace them. A feasibility study affirmed that a new college of medicine at the University of Illinois at Urbana-Champaign would provide economic development leading to employment opportunities for Illinois residents and their families and would improve the health and well-being of the state's population, two core elements central to the University's mission.

The Illinois Public Agenda for College and Career Success

The University indicates the proposed College of Medicine supports goals 3 and 4 of *The Illinois Public Agenda for College and Career Success*. Goal 3 is to *increase the number of high-quality post-secondary credentials to meet the demands of the economy and an increasingly global society*. The proposed engineering-focused College of Medicine will graduate physician-scientists, physician-innovators, and physician-entrepreneurs. Through these efforts, the College will increase the number of high-quality post-secondary credentials to meet the demand. The College also supports Goal 4, which is to *better integrate Illinois' educational, research, and innovation assets to meet economic needs of the state and its regions*. A core mission for the University is economic development. The new College of Medicine will make a vital contribution to the State's economic development. The benefits include not only the direct jobs from its employees, but also jobs from the research funding the college attracts, the physicians and support staff recruited to the community, and the startup companies formed based on the high-growth potential technology and talent cultivated. According to the University's feasibility study, the total economic impact of the proposed College of Medicine enterprise on the State is expected to exceed one billion dollars annually by 2035 and to sustain more than 7,600 jobs statewide.

Comparable Institutes and Centers in Illinois

The Carle Illinois College of Medicine will be the only specialized-focused engineering medical school in the country.

Mission and Objectives

1050.30(a)(1): A) The objectives of the unit of instruction, research or public service are consistent with the mission of the college or university; B) The objectives of the unit of instruction, research or public service are consistent with what the unit title implies.

The College of Medicine supports the priorities of the University, Carle, and the State. The University of Illinois at Urbana-Champaign is charged by the State of Illinois to enhance the lives of residents in Illinois, across the nation, and around the world through leadership in learning, discovery, engagement, and economic development. The University's vision is to

become the preeminent public research university with a land-grant mission and global impact. Through transformational learning experiences and groundbreaking scholarship, the University is recognized by its peers as a leader. The proposed Carle Illinois College of Medicine significantly advances this vision in an area of the highest national and international priority: the preparation of doctors and the conduct of research centered on the use of advanced technologies and engineering to make health care maximally effective, affordable, and accessible. The University is well positioned to harness and further develop the convergence of engineering with medicine and to be a leader in the transformation of health care research, education, practice, and delivery. The campus already has the assets, including one of the nation's top-five engineering colleges and the National Center for Supercomputing Applications. The College of Medicine will infuse engineering technologies and principles in medical education and discovery, thus transforming medical education. The College also will be able to leverage Carle's unique fully integrated health system to improve health care outcomes through the development and application of big data analytical tools across the health data information sphere. The outcomes of this research will create models for other communities and health care systems in Illinois and beyond, as well as raising the level of and opportunities for research of the University's graduates.

Assessment of Outcomes

As with other University colleges, the Carle Illinois College of Medicine will be reviewed in the University's formal review process. The provost will review annually the College's performance and plans and will be advised by the Joint Liaison Committee. The College's performance will be measured by capturing key performance metrics that have been identified to assess performance against the core goals identified in the University's strategic plan.

Facilities (space, equipment, instructional materials)

1050.30(a)(4): A) Facilities, equipment and instructional resources (e.g., laboratory supplies and equipment, instructional materials, computational equipment) necessary to support high quality academic work in the unit of instruction, research or public service are available and maintained; B) Clinical sites necessary to meet the objectives of the unit of instruction, research or public service; C) Library holdings and acquisitions, owned or contracted for by the institution, that are necessary to support high quality instruction and scholarship in the unit of instruction, research and public service, are conveniently available and accessible, and can be maintained.

The College of Medicine will eventually be housed in facilities currently occupied by the exiting regional campus of the University of Illinois at Chicago's College of Medicine located in Urbana-Champaign. These facilities belong to the University of Illinois at Urbana-Champaign and are located on the Urbana campus. The plans for facilities include additional space options at Carle, the Carl R. Woese Institute for Genomic Biology, and University of Illinois at Urbana-Champaign's Digital Computing Lab.

Faculty and Staff

1050.30(a)(3): A) The academic preparation and experience of faculty and staff ensure that the objectives of the unit of instruction, research or public service are met.

The College of Medicine will be led by a Dean with the dual title of Chief Academic Officer at Carle Health Systems. The Dean will report to the Provost of the University of Illinois

at Urbana-Champaign and to the System Chief Medical Officer of Carle. The Provost will be advised by the Joint Liaison Committee, composed of administrative leaders from both Carle and the University. The Dean and Provost will report to the University Chancellor who reports to the President of the University of Illinois. The new College of Medicine will be subject to the ultimate control of the Board of Trustees for the University of Illinois and its University statutes. There will be dedicated faculty and staff, as well as faculty cross-appointed from other academic departments, including the College of Engineering. These faculty members will teach in their departments' educational programs, including those for medical students and clinical residents. The faculty members will continue their research and scholarship activities with colleagues in their departments.

Fiscal and Personnel Resources

1050.30(a)(5): A) The financial commitments to support the unit of instruction, research or public service are sufficient to ensure that the faculty and staff and support services necessary to offer the unit of instruction, research or public service can be acquired and maintained; B) Projections of revenues necessary to support the unit of instruction, research or public service are based upon supportable estimates of state appropriations, local tax support, student tuition and fees, private gifts, and/or governmental grants and contracts.

Funding, staffing, space, and equipment for the College of Medicine will come from the University's institutional operating funds derived from tuition and fees income, sponsored research funding, clinical practice revenues, and gifts and endowment income. Allocations from the Carle Foundation and additional fundraising contributions will also support the College. The hospital and clinical practice operations will be managed by Carle; therefore, the University will not have to assume operating costs and regulatory and administrative issues or risks for the hospital. No new state or University funds are requested in this proposal.

Accreditation and Licensure

1050.30(b)(3): Appropriate steps shall be taken to assure that professional accreditation needed for licensure or entry into a profession as specified in the objectives of the unit of instruction is maintained or will be granted in a reasonable period of time.

1050.50(a)(1): Three years after approval of a new program, the institution shall provide a program progress report to the Board as part of the institution's annual report. The third year progress report shall describe the institution's performance in meeting program objectives and show where any improvements are necessary. The placement of a program in voluntary temporary suspension will not negate the requirement of submitting a third year progress report.

1050.50(a)(2)(C): Additional Requirement for Programs in which State Licensure is Required for Employment in the Field: In the case of a program in which State licensure is required for employment in the field, a program can be found to be in good standing if the institution is able to provide evidence that program graduates are eligible to take the appropriate licensure examination and pass rates are maintained as specified in the objectives of the unit of instruction. If there is no such evidence, the institution shall report the program as flagged for review.

The University is regionally accredited by the Higher Learning Commission and the College of Medicine will seek accreditation by the Liaison Committee on Medical Education. A timeline for accreditation was provided.

Program Information

1050.30(b)(2)(A): The information the institution provides for students and the public, (B) The information listed in subsection (b)(2)(A) shall be available to prospective students prior to enrollment and shall be included in the institution's catalog of programs.

Information about the College of Medicine will be available on the University's website.

Staff Conclusion

The staff concludes that the Carle Illinois College of Medicine proposed by the University of Illinois at Urbana-Champaign meets the criteria to implement the Board of Higher Education Act (110 ILCS 205/et.seq.) as set forth in the Board of Higher Education administrative rules (23 Ill. Adm. Code 1050.30), and the Illinois Board of Higher Education policies pertaining to assessment and accreditation for licensure.

