

**APPROVED  
SEPTEMBER 27, 2016**

Item #VII-4  
September 27, 2016

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

**Submitted for:** Action.

**Summary:** This item requests approval of ten degree programs at six public universities.

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

Eastern Illinois University

- Bachelor of Science in Computer and Information Technology in the Prairie Region
- Master of Science in Cybersecurity in the Prairie Region

Northeastern Illinois University

- Bachelor of Fine Arts in Graphic Design in the Chicago Region

University of Illinois at Chicago

- Bachelor of Science in Disability and Human Development in the Chicago Region
- Master of Arts in Applied Economics in the Chicago Region

University of Illinois at Springfield

- Bachelor of Arts in Theatre in the Central Region
- Bachelor of Science in Athletic Training in the Central Region

University of Illinois at Urbana-Champaign

- Bachelor of Science in Innovation, Leadership, and Engineering Entrepreneurship in the Prairie Region
- Master of Engineering in Bioengineering in the Prairie Region

Western Illinois University

- Bachelor of Science in Mechanical Engineering in the Western 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**

Eastern Illinois University

- Bachelor of Science in Computer and Information Technology in the Prairie Region

Eastern Illinois University requests authorization to offer a Bachelor of Science in Computer and Information Technology in the Prairie Region. The program design aligns to accreditation standards set forth by the Association of Technology, Management, and Applied Engineering. Required program areas include: hardware and physical systems; software and programming; network and telecommunication technology; data and database technology; web and mobile technology; media technology; and security technology. Program graduates will also be required to complete a capstone course which will include a team project and presentation. 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 to support the proposed program.

- Master of Science in Cybersecurity in the Prairie Region

Eastern Illinois University requests authorization to offer a Master of Science (MS) in Cybersecurity in the Prairie Region. The MS in Cybersecurity requires successful completion of 32 semester hours of coursework. Because of its focus on practitioners, the program will require a culminating residential capstone experience rather than completion of a thesis. The curriculum is designed to prepare graduates to take relevant certification exams, specifically CISCO Certified Systems Security Professional, the COMPTIA A+, and COMPTIA Security+. 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 to support the proposed program.

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

Northeastern Illinois University

- Bachelor of Fine Arts in Graphic Design in the Chicago Region

Northeastern Illinois University requests authorization to offer a Bachelor of Fine Arts in Graphic Design in the Chicago Region. The Bachelor of Fine Arts in Graphic Design is a 120 credit hour, applied arts program that teaches the process of developing visual solutions to communication problems. The program will provide students guided hands-on experience in creating visual messages in print and electronic media using type, color, photography, animation, and various other techniques. The curriculum is aligned with the goals and objectives of the program and meets the standards for National Association of Schools of Art and Design accreditation. Graduates will be prepared for opportunities in advertising, marketing, publishing, branding and interactive services. 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 to support the program.

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

University of Illinois at Chicago

- Bachelor of Science in Disability and Human Development in the Chicago Region

The University of Illinois at Chicago requests authorization to offer a Bachelor of Science in Disability and Human Development in the Chicago Region. The Bachelor of Science in Disability and Human Development is a 120 credit hour degree program requiring 34 hours in major courses. The proposed program offers an interdisciplinary curriculum that fosters understanding of disability as a social, political, historical, cultural, and environmental phenomenon, not just a medical or biological condition. The undergraduate degree builds on the academic, research, and service work of the Department of Disability and Human Development, as well as existing master's and doctoral-level degrees in the discipline of disability studies. 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 to support the proposed program.

- Master of Arts in Applied Economics in the Chicago Region

The University of Illinois at Chicago requests authorization to offer a Master of Arts in Applied Economics in the Chicago Region. The Master of Arts in Applied Economics is a 40 credit hour degree program requiring eight core classes in applied microeconomics, macroeconomics, econometrics, mathematical methods, probability and statistics, research design, and a general course on economics. The final eight hours will be either two graduate-level courses in economics or a related field or the completion of a thesis. The program will be administered by the Department of Economics. 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 to support the proposed program.

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

University of Illinois at Springfield

- Bachelor of Arts in Theatre in the Central Region

The University of Illinois at Springfield requests authorization to offer a Bachelor of Arts in Theatre in the Central Region. The program is designed to meet student interests in creative and performing arts while enhancing the cultural environment of the campus. The Bachelor of Arts degree in Theatre will build upon the foundational courses that already comprise the Theatre minor. The minor coursework currently in place includes survey courses, studio classes, and experiential learning through production work and sets the groundwork for the new major. 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 to support the program.

- Bachelor of Science in Athletic Training in the Central Region

The University of Illinois at Springfield requests authorization to offer a Bachelor of Science in Athletic Training in the Central Region. The program is designed to prepare its students to master entry-level Commission on Accreditation of Athletic Training Education competencies and clinical proficiencies as evidenced by successful completion of the Board of Certification examination and to develop ability to communicate with other allied health professionals as evidenced by frequent interaction with certified athletic trainers, coaches, fitness workers, and recreation workers. 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 to support the program.

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

University of Illinois at Urbana-Champaign

- Bachelor of Science in Innovation, Leadership, and Engineering Entrepreneurship in the Prairie Region

The University of Illinois at Urbana-Champaign requests authorization to offer a Bachelor of Science in Innovation, Leadership, and Engineering Entrepreneurship in the Prairie Region. The proposed program will equip students to understand the innovative processes involved in identifying problems and creating, developing, and leading efforts to provide engineering solutions. The curriculum combines a disciplinary engineering technical core with additional aspects of problem identification and solution innovation, along with complex multidisciplinary engineering project management and leadership. The curriculum requires 128 total hours and will include a mixture of foundational math and science courses; Innovation, Leadership, and Engineering Entrepreneurship Technical Core courses; and technical electives, which are comprised of 19 hours chosen from the Innovation, Leadership, and Engineering Entrepreneurship approved list as well as eight hours chosen from the College of Engineering's Departmental Electives approved list in addition to the campus' general education requirements. The program will be administered by the College of Engineering. 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 to support the proposed program.

- Master of Engineering in Bioengineering in the Prairie Region

The University of Illinois at Urbana-Champaign requests authorization to offer a Master of Engineering in Bioengineering in the Prairie Region. The Master of Engineering in Bioengineering is a 32 credit hour, non-thesis, terminal professional degree. As such, it is not intended as a pathway to a doctoral program. The Master of Engineering in Bioengineering combines in-depth technical expertise in one of three areas of concentration (bioinstrumentation, computational genomics, and general bioengineering) with graduate-level development of leadership and fundamental business skills. The program will prepare engineers to be more competitive for entry-level management positions or obtain skills in bioengineering to advance in their current career paths in industry. 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 to support the proposed program.

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

#### Western Illinois University

- Bachelor of Science in Mechanical Engineering in the Western Region

Western Illinois University requests approval to offer a Bachelor of Science in Mechanical Engineering in the Western Region. In response to student demand and professional trends, Western's existing Engineering curriculum already has had a significant mechanical engineering focus and forms the basis of the proposed Mechanical Engineering degree program. The target demographics include students, prospective students, and professionals in the Quad Cities region who wish to enter the workforce as mechanical engineers, as well as professionals currently working as mechanical engineers who wish to augment their professional development by earning a bachelor's degree in the field. The University has policies in place to ensure that faculty and staff hired have the training, credentials, and other related professional qualifications to provide quality instructions to students. The University has sufficient library, technology, staff, and financial resources to support the proposed program.

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

The staff recommends adoption of the following resolutions:

*The Illinois Board of Higher Education hereby grants to Eastern Illinois University authorization to establish the Bachelor of Science in Computer and Information Technology and the Master of Science in Cybersecurity 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.*

*The Illinois Board of Higher Education hereby grants to Northeastern Illinois University authorization to establish a Bachelor of Fine Arts in Graphic Design 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 Chicago authorization to establish the Bachelor of Science in Disability and Human Development and the Master of Arts in Applied Economics 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 the University of Illinois at Springfield authorization to establish a Bachelor of Arts in Theatre and a Bachelor of Science in Athletic Training in the Central 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 Urbana-Champaign authorization to establish the Bachelor of Science in Innovation, Leadership, and Engineering Entrepreneurship and the Master of Engineering in Bioengineering 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.*

*The Illinois Board of Higher Education hereby grants to Western Illinois University authorization to establish a Bachelor of Science in Mechanical Engineering in the Western 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.*



## **Eastern Illinois University**

**Proposed Program Title in the Region of Authorization:** Bachelor of Science in Computer and Information Technology in the Prairie Region.

*Projected Enrollments and Degrees:* Eastern Illinois University has projected enrollment will grow from ten students in the first year to 80 students in the fifth year. The University projects ten degrees will be awarded in the fifth year.

### **Background**

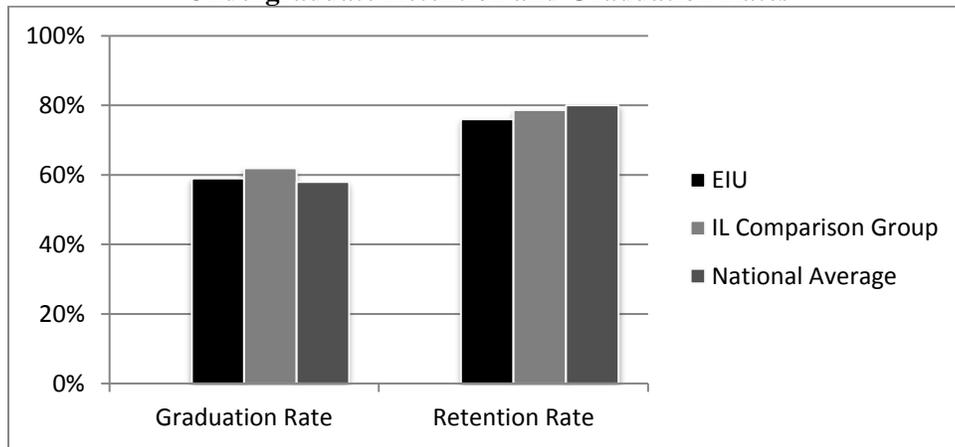
Eastern Illinois University (the University or EIU) requests authority to offer a Bachelor of Science (BS) in Computer and Information Technology. The proposed program was designed to enable students to become highly marketable as technical professionals for applications of computer and information technology. This baccalaureate program will build upon the existing Applied Engineering and Technology program in the School of Technology.

### **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, US Department of Education*

Note: *Eastern Illinois University is in the four-year, selective Illinois comparison group. Higher percentages are positive indicators.*

#### Undergraduate Graduation Rate

EIU's 2013-2014 graduation rate was 59 percent. The national 2012-2013 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 the National Center for Education Statistics (NCES).

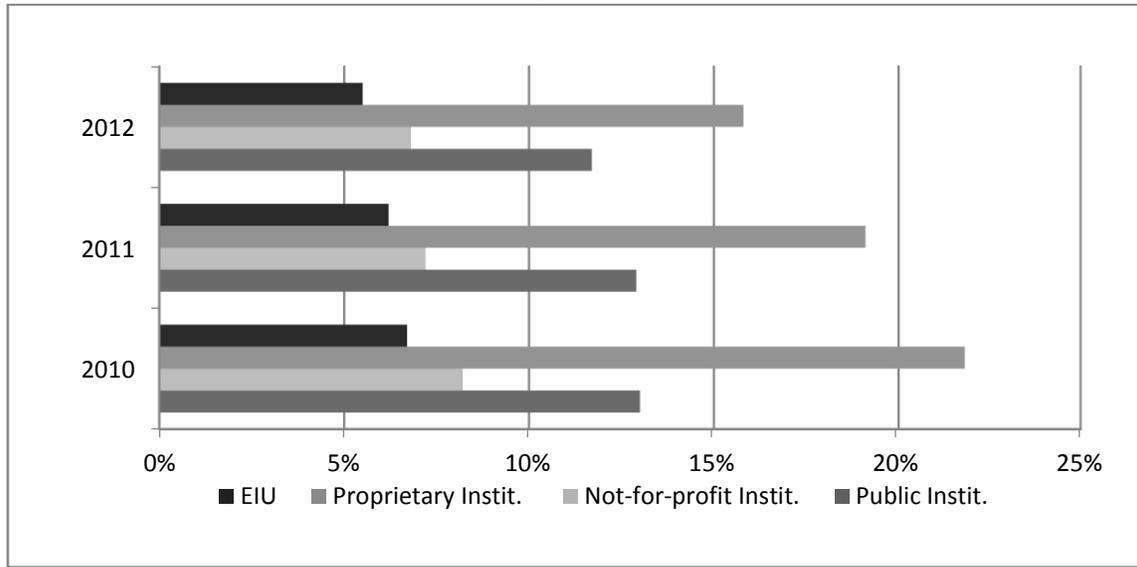
#### Undergraduate Retention Rate

EIU's 2013-2014 retention rate was 76 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 NCES.

#### Undergraduate Completions per 100 FTE

EIU's 2013-2014 completions per 100 Full Time equivalent (FTE) rate was 28. The average among comparable Illinois institutions was 24.6. 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, US Department of Education  
 Note: Eastern Illinois University is a Public Institution.  
 A lower number is a positive indicator.

The three-year student loan default rate for EIU was 5.5 percent in 2012, 6.2 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 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 US 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 not-for-profit institutions; and 15.8 percent for proprietary 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.*

According to the Bureau of Labor Statistics, the employment opportunities for nearly all Computer and Information Technology (CIT) careers are expected to increase at a significantly higher than average rate over the next decade. On average, at the national level, projected growth for combined fields in CIT (exclusive of researchers, which is not a focus of this program) is projected to be over 13 percent from 2014-2024. The Illinois Department of Employment Security projects a growth rate of 17 percent in the profession in Illinois from 2012-2022. There is significant and growing demand for professionals with CIT background and an insufficient supply of graduates to meet this demand.

## *The Illinois Public Agenda for College and Career Success*

The University indicates the proposed program supports Goal 3 of *The Illinois Public Agenda for College and Career Success* to “increase the number of high-quality postsecondary credentials to meet the demands of the economy and an increasingly global society.” Computer and Information Technology is a field of critical skill shortage. There is a significant and growing demand for professionals with computer and information technology background, but an insufficient supply of graduates to meet this demand. The delivery of the new bachelor’s degree program will prepare more college graduates to enter the workforce in a high demand field, which will help sustain the economic prosperity and competitiveness of the State.

### **Comparable Programs in Illinois**

While many colleges and universities in the state offer computer science-related programs, the ongoing and expanding need for technology professionals across all sectors of the economy provides sufficient demand to justify the development of new programs in this area.

### **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 is in alignment with the overall mission of the University and is consistent with the purpose, goals, objectives, and mission of the institution. The program mission of preparing technical professionals in the computer and information technology area is consistent with the University’s mission to provide a comprehensive undergraduate program of liberal studies as a foundation for all students as they seek degrees in arts and sciences, business, education, technology, and other professional programs. The requested degree title reflects the degree 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**

To be eligible for admission in the proposed BS in Computer and Information Technology, applicants must meet all the requirements for admission to the University. Freshman applicants will be evaluated on their class standing and ACT or SAT composite scores. Transfer students must have completed previous coursework at a regionally accredited institution

with a cumulative GPA of at least 2.0 on a 4.0 scale. For international students, evidence of English proficiency is required.

## Curriculum

The BS in Computer and Information Technology requires students to complete 120 semester hours with 57 hours in management and technical coursework. The program design aligns to accreditation standards set forth by the Association of Technology, Management, and Applied Engineering (ATMAE). Required program areas include: hardware and physical systems; software and programming; network and telecommunication technology; data and database technology; web and mobile technology; media technology; and security technology. Program graduates will also be required to complete a capstone course which will include a team project and presentation.

## Assessment of Student Learning

University faculty have developed learning objectives for the program and mapped them to assessment instruments to be used throughout the courses and curriculum. These assessments include lab assignments, projects, presentations, and elements of the final capstone course. Each faculty member in charge of the instructional activities for the Computer and Information Technology program will conduct in-course assessments each semester. The coordinator of the program will collect the assessment data from faculty in each course and capstone project. The coordinator will also conduct exit interviews for graduates of the program before they leave the campus. The coordinator will conduct basic statistical analyses on the assessment data and will compile the qualitative assessment information such as comments or feedback.

## Program Assessment

A program assessment committee will consist of faculty in charge of the instructional activities of the Computer and Information Technology program. The program assessment committee will review the data and analyze results provided by the program coordinator at least once a semester. The review will typically take place at the beginning of the following semester. Emphasis will be placed on how to use the assessment data and results to continuously improve and update the curriculum in order to meet the needs of students, improve their learning, and better prepare them for productive careers as professionals in the area of Computer and Information Technology.

## **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.*

No new state resources are needed to support the proposed program. Current facilities and library resources are sufficient to launch the program. Additional computer laboratory equipment will be needed, and the University has dedicated resources to support these upgrades.

## **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.*

No additional faculty members will be needed during the first year of the program, but a portion of an existing faculty member's load will be dedicated as program coordinator. The program coordinator will focus initially on marketing and recruitment during the program launch. By year five it is estimated that there will be one tenure-track faculty and one non tenure-track instructor dedicated to the Computer and Information Technology program. The University has identified institutional policies that ensure academic professionals hired possess the training, credentials, and other related qualifications in order to provide instruction at the institution. 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 BS in Computer and Information Technology. Planned addition of faculty and staff will be fully supported by program tuition and investment from the University.

## **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.*

The University is examining future accreditation opportunities for this program and has developed the program curriculum in alignment with the standards of programmatic accreditor ATMAE.

## **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 Eastern Illinois University's Bachelor of Science in Computer and Information Technology including a detailed description of the curriculum, admission requirements, tuition, fees, and other cost information as well as University policies will be published in the University's catalog.

## **Staff Conclusion**

The staff concludes that the Bachelor of Science in Computer and Information Technology proposed by Eastern Illinois University 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.

**Proposed Program Title in the Region of Authorization:** Master of Science in Cybersecurity in the Prairie Region.

*Projected Enrollments and Degrees:* Eastern Illinois University has projected enrollment will grow from 16 students in the first year to 46 students in the fifth year. The University projects 21 degrees will be awarded in the fifth year.

## **Background**

Eastern Illinois University (the University or EIU) requests authority to offer a Master of Science (MS) in Cybersecurity. This program will prepare students to become leaders and technical managers in cybersecurity which requires a solid understanding of security technology and organizational management principles and practices. The program will use a part-time, cohort model for working professionals with a computer/information technology or related undergraduate degree. The School of Business and the School of Technology within the EIU College of Business and Applied Sciences have collaborated to develop the MS in Cybersecurity with the modification of existing classes for online or hybrid delivery and the creation of only two courses new to the University.

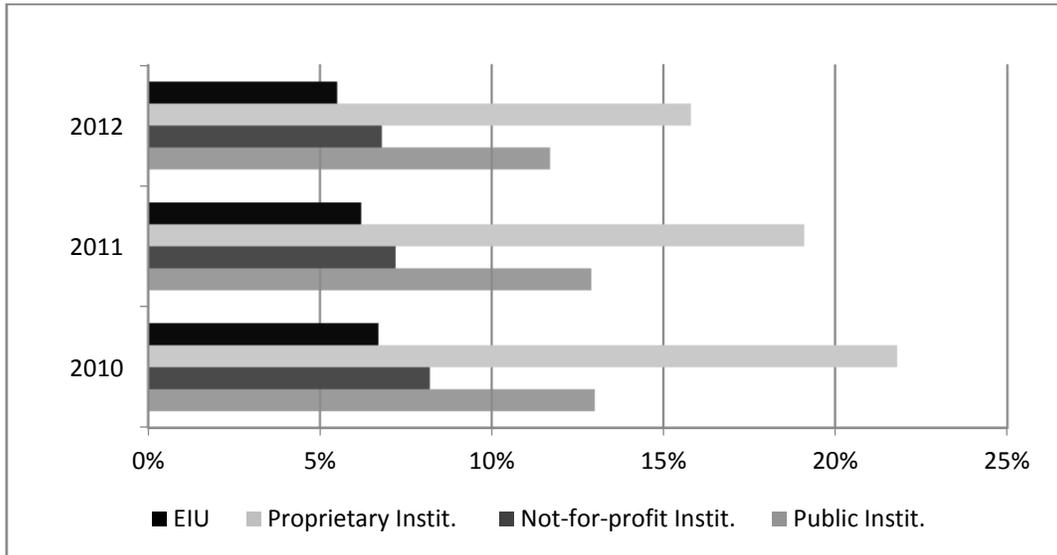
## **Institutional Data**

*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.

**Three Year Cohort Student Loan Default Rate**



*Source: National Center for Education Statistics, US Department of Education*

*Note: Eastern Illinois University is a Public Institution.*

*A lower number is a positive indicator.*

The three-year student loan default rate for EIU was 5.5 percent in 2012, 6.2 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 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 US 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 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.

## **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.*

According to the Bureau of Labor Statistics, the employment opportunities for Information Security Analysts is expected to increase at a much higher than average rate over the next decade, at 18 percent from 2014-2024. Similarly, the Illinois Department of Employment Security projects over 30 percent growth in the profession from 2012-2022. There is significant and growing demand for professionals with an information security background, and not enough supply of graduates to meet this demand. The MS in Cybersecurity is designed for working professionals with a general information technology background to specialize in this growing field. The program will help fill the projected demand for security expertise and provide accessible professional growth opportunities for Illinois professionals interested in cybersecurity.

### *The Illinois Public Agenda for College and Career Success*

The proposed low-residency program will contribute significantly to both Goals 2 and 3 of *The Illinois Public Agenda for College and Career Success*. This program will meet both statewide and national demands for qualified cybersecurity professionals. According to the Bureau of Labor Statistics' Occupational Outlook Handbook, employment of information security analysts is expected to rise 37 percent from 2012-2022, with the median salary currently at \$86,170 per year. Additionally, employment of information security analysts in Illinois is among the top quartile of all states in the U.S. These data show that Goal 3 is being met by providing a degree in a high demand field.

## **Comparable Programs in Illinois**

There are currently an insufficient number of baccalaureate and master's degree programs to meet the growing demand for cybersecurity specialists, particularly those that provide the accessibility offered by an Illinois state institution. The University of Illinois at Chicago is the only Illinois public institution offering a similar program. Given the projected increase in demand for cybersecurity professionals, combined with the unique delivery method of the MS in Cybersecurity at EIU, working professionals are likely to be well-served by this program.

## **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 MS is in alignment with the overall mission of the University is consistent with the purpose, goals, objectives, and mission of the institution. The requested degree title reflects the degree 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 to the MS in Cybersecurity program must meet all the requirements for admission to the Graduate School. Applicants for admission must have obtained a baccalaureate degree from an accredited institution approved by Eastern Illinois University and achieved a minimum undergraduate cumulative GPA of 2.75 on a 4.0 scale or a 2.75 GPA on the last 60 hours of graded academic course work. In addition, candidates must have completed a bachelor's degree in a related field. For international students, evidence of English proficiency is required.

### Curriculum

The proposed program will employ a part-time, cohort model for working professionals with an undergraduate degree in computer/information technology or a related field. The MS in Cybersecurity requires successful completion of 32 semester hours of coursework. The two-year program, inclusive of summer coursework, has a one-week residential component upon completion of the second semester and a fifteen-day residential component at the conclusion of the fifth semester. These residential components allow for students to participate in laboratory experiences and complete a ten-day residential capstone experience. The culminating residential capstone experience is a requirement in lieu of completion of a thesis. The curriculum is designed to prepare graduates to take relevant certification exams, specifically CISCO Certified Systems Security Professional (CISSP), the COMPTIA A+, and COMPTIA Security+. Assessment of Student Learning

Program assessment will be accomplished through both direct and indirect methods. Each of the six program learning objectives will be directly assessed through exam questions, writing assignments, laboratory performance, and projects. The cybersecurity capstone experience will serve as a summative direct assessment of student learning. In addition, indirect methods of assessment may include graduating student self-evaluation of attainment of program learning outcomes, job placement, and alumni and employer surveys. Student and graduate success in passing relevant industry certification exams also will be tracked and evaluated. In addition to individual assessment of students' progress in achieving program outcomes throughout their coursework in the program, the residential laboratories and capstone experience provide opportunities to assess students' abilities to actually perform various information security functions in a hands-on environment. The capstone experience provides an opportunity for a comprehensive assessment through student groups' setting up a security system, attacking another group's security system, and writing an individual summary of the activity and lessons learned.

## Program Assessment

All academic programs at Eastern Illinois University perform annual assessment intended to systematically inform program modifications. The data are collected and reviewed by the Director of the Center for Academic Support and Assessment. In addition, IBHE conducts program review external to Eastern Illinois University every eight years. The School of Technology, which will house the new MS in Cybersecurity, has two additional features to assure program integrity. First, each academic unit is required to submit an annual Major Assessment Profile for each degree program in that unit, which details program assessments and related improvements. Second, the School of Technology has an active advisory board made up of industry experts in various fields. This advisory board is convened to provide guidance and review of program initiatives and progress.

### **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.*

Existing classroom and laboratory space is sufficient to support the proposed program for both online and onsite required laboratory and capstone experiences. Sufficient technology supports are in place to support both faculty and students in the online portion of the program.

### **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.*

Existing faculty will support the proposed program; additional personnel will be added as student demand grows. 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. 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 MS in Cybersecurity. Tuition dollars generated will cover expenses related to funding 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.*

Although no specific program accreditation will be sought, the program faculty will work to have the MS in Cybersecurity recognized by the National Security Agency and U.S. Department of Homeland Security as a Center of Academic Excellence in Information Assurance Education.

## **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 Eastern Illinois University's Master of Science in Cybersecurity, including a detailed description of the curriculum, admission requirements, tuition, fees and other cost information as well as University policies will be published in the University's catalog.

## **Staff Conclusion**

The staff concludes that the Master of Science in Cybersecurity proposed by Eastern Illinois University 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.

## **Northeastern Illinois University**

**Proposed Program Title in the Region of Authorization:** Bachelor of Fine Arts in Graphic Design in the Chicago Region

*Projected Enrollments and Degrees:* Northeastern Illinois University has indicated that enrollment in the proposed Bachelor of Fine Arts in Graphic Design is projected to grow from ten students in the first year to approximately 42 students in the fifth year. The University has projected that 12 degrees will be awarded in the fifth year.

### **Background**

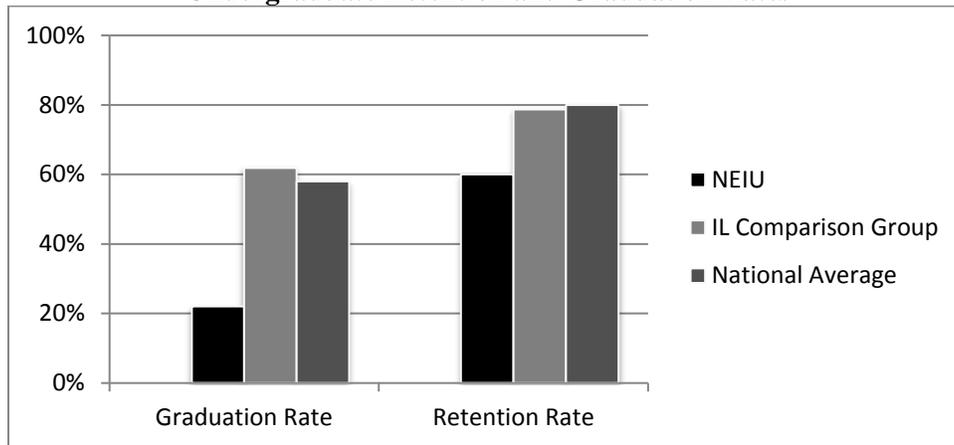
Northeastern Illinois University (NEIU) requests authority to offer a new Bachelor of Fine Arts (BFA) in Graphic Design. The BFA in Graphic Design is a degree which prepares students for applied professional practice and career opportunities in print design, art direction, multimedia design, advertising, packaging design, type design, and web design. The proposed curriculum meets all requirements and standards for accreditation from the National Association of Schools of Art and Design (NASAD). The College of Art will administer the BFA in Graphic Design.

### **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, US Department of Education*

*Note: Northeastern Illinois University is in the four-year, inclusive Illinois comparison group. Higher percentages are positive indicators.*

#### Undergraduate Graduation Rate

NEIU's 2013-2014 graduation rate was 22 percent. The national 2012-2013 average graduation rate for public four-year institutions was 58 percent and the average among comparable Illinois institutions was 39.8 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 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).

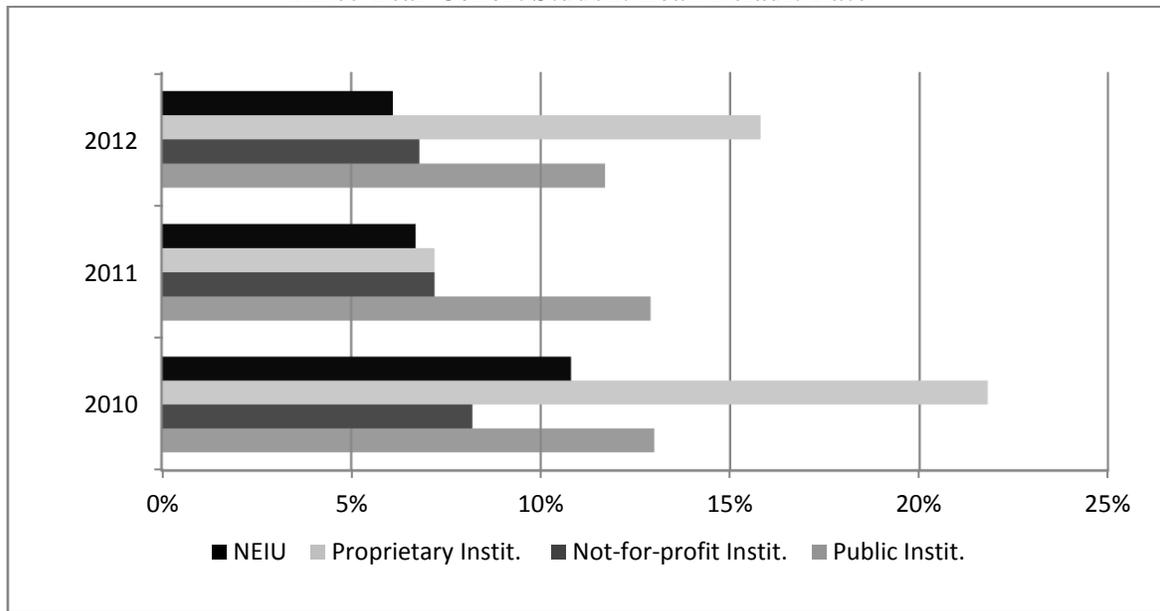
#### Undergraduate Retention Rate

NEIU's 2013-2014 retention rate was 60 percent. The national average retention rate for public four-year institutions in 2012 was 80 percent and the average for comparable Illinois institutions was 58 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

NEIU's 2013-2014 completions per 100 Full Time equivalent (FTE) rate was 26. The average among comparable Illinois institutions was 28.1. 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, US Department of Education

Note: Northeastern Illinois University is a public institution.

A lower number is a positive indicator

#### Student Loan Default Rate

The three-year student loan default rate for the Northeastern Illinois University was 6.1 percent in 2012, 6.7 percent in 2011, and 10.8 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.

Northeastern Illinois University currently offers a Bachelor of Arts (BA) in Studio Art, which is accredited by National Association of Schools of Art and Design. All BA in Studio Art students must complete 15 hours of core courses, including Introduction to Art History I and II, Drawing I, Two-Dimensional Design, and Three-Dimensional Design. Students then choose a concentration area within the department. The BFA in Graphic Design is a natural extension of the BA in Studio Art. Given the student interest in the current graphic design concentration, the University is proposing this baccalaureate degree in Graphic Design.

The Bureau of Labor Statistics identifies Illinois as one of the top five states in the United States with the highest employment level for graphic design positions, with the Chicago, Joliet, and Naperville metropolitan region ranked in the top three metropolitan areas for the employment of graphic designers. Graduates will have career opportunities in advertising, marketing, publishing, branding and interactive services.

### *The Illinois Public Agenda for College and Career Success*

The University indicates that the proposed BFA in Graphic Design supports Goal One and Goal Two of *The Illinois Public Agenda for College and Career Success*. Goal One is *to increase educational attainment to match the best-performing states*. The program will expand opportunities for Illinois college students, particularly those from diverse student groups, helping to eliminate achievement gaps by race, ethnicity, socioeconomic status, gender, and disability. Goal Two is *to ensure college affordability for students, families, and tax payers*. As evidence that the University and this program address both Goals One and Two, the *U.S. News and World Report* ranked Northeastern Illinois University as the most ethnically diverse university in the Midwest, and furthermore its students graduate with the least debt among Midwest regional universities. Northeastern ensures affordability by charging the lowest tuition among comparable programs in the Chicago area.

### **Comparable Programs in Illinois**

In the Chicago region, the BFA in Graphic Design is offered at the American Academy of Art, The Illinois Institute of Art – Chicago, Columbia College, and the University of Illinois at Chicago. NEIU's 2016-2017 tuition is the lowest of these institutions making the program competitive for student recruitment.

### **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 program supports Northeastern Illinois University's mission and focus. The proposed program is consistent with the purpose, goals, objectives, and mission of the institution. 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

Admission into the BFA in Graphic Design program is contingent upon the student having a 3.0 or higher grade point average in five specific courses within the major as well as an appropriate admission portfolio. Applicants to the program must have a 2.5 or higher overall GPA. Students are admitted in the fall semester of each year only and must submit all materials (including the portfolio) for fall admission during the spring semester of their sophomore year. The portfolio will be evaluated by all graphic design faculty and must receive a minimum score to qualify.

## Curriculum

Northeastern Illinois University (NEIU) proposes a 120-hour Bachelor of Fine Arts (BFA) degree in Graphic Design. The BFA in Graphic Design is an applied arts program that teaches the process of developing visual solutions to communication problems, offering students guided hands-on experience in creating visual messages in print and electronic media using type, color, photography, animation and various other techniques. As a part of the program, students are required to complete a minimum of four credit hours of internship experience in a design studio, design department, or advertising agency observing and participating in the everyday activities and projects. For the capstone experience, students are required to participate in a senior exhibition under the guidance of a graphic design faculty mentor. Students are responsible for creating exhibition-level projects in cooperation with their faculty mentors. The final projects should have a specific, well-conceived theme, direction and intent, and demonstrate the formal skills learned during the pursuit of a BFA in Graphic Design. Program objectives include demonstrating a working knowledge of industry standard tools, understanding and effective use of the elements of design and composition, developing vocabulary relevant to the discipline, discipline appropriate research, and familiarity with local and national professional organizations. Assessment of Student Learning Outcomes

Faculty have developed five goals for student learning in the BFA in Graphic Design program: technical skills, visual literacy and expression, critical and analytical skills, writing and research, and historical and cultural awareness. For each goal, the department faculty has determined student-learning outcomes and developed mechanisms to measure each of those outcomes. The assessment mechanisms include: applied graphic design projects, freelance business plans and project proposals, student portfolios, research papers and projects, poster design, and design review. These measures will be reviewed by program faculty and will inform curricular developments and overall program assessment.

## Program Assessment

The Bachelor of Fine Arts in Graphic Arts will be evaluated using the existing program review process at NEIU. Currently, that process requires that programs are reviewed every eight years, but in this case, the first review will occur at the end of the third year, as designated by IBHE for new programs or units. The program assessment methods include faculty self-study, curriculum committee review, external review, and stakeholder feedback. Incorporated into the NEIU program review process are instructional resource metrics for productivity, results of student learning assessment, employer surveys, student feedback, retention rates, time-to-degree completion rates, student debt ratios, and job placement rates.

## **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 BFA in Graphic Design. The majority of classes will be taught in the existing computer lab in the Fine Arts Building. The computer lab is equipped with 24 Macintosh iMac machines loaded with Adobe Creative Suite. Four additional new Macintosh iMac stations loaded with Adobe Creative Suite Software were included in the budget request. All BFA in Graphic Art students are required to possess MacBook Pro laptops. Classroom space and library services are sufficient for the program's needs.

NEIU's Ronald Williams Library provides access to a collection of over 700,000 books and serials, including over 205,000 eBooks and eJournals. The Library adequately maintains a collection of resources used to support the program. The library also operates the Multimedia Learning Resource Center which provides students with Macintosh iMac machines loaded with Adobe Web Creative Suite. The El Centro campus in Avondale has a subscription to Lynda.com, a leading online learning company providing software tutorials to further advance students' technology skills. The main campus library is pursuing a subscription to Lynda.com.

## **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 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**

*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. The University will address any unmet resource need for this program through tuition revenue.

### **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.*

No specialized accreditation is required for this program. However, NEIU aligned the curriculum to meet the standards required for accreditation through the National Association of Schools of Art and Design and provided a timeline for achieving this programmatic accreditation.

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

### **Staff Conclusion**

The staff concludes that the Bachelor of Fine Arts in Graphic Design proposed by Northeastern Illinois University 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 Chicago**

**Proposed Program Title in the Region of Authorization:** Bachelor of Science in Disability and Human Development in the Chicago Region

*Projected Enrollments and Degrees:* The University of Illinois at Chicago projects the program will increase from approximately 25 students in the first year to 140 students in the fifth year. The University projects 35 degrees will be awarded in the fifth year.

### **Background**

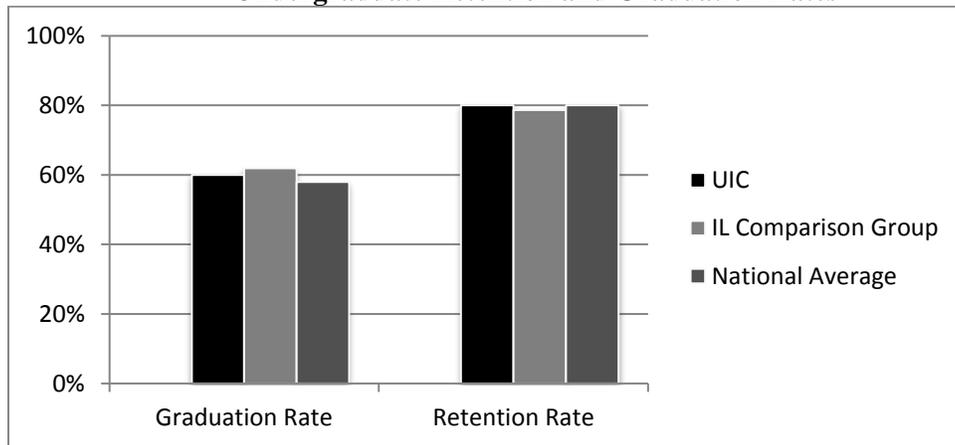
The University of Illinois at Chicago (UIC or the University) requests authority to offer a Bachelor of Science (BS) in Disability and Human Development in the Chicago region. The Bachelor of Science in Disability and Human Development requires a minimum of 34 credit hours for the major and a total of 120 credit hours. The proposed program will prepare students for careers in government, service agencies, or the non-profit sector that serve people with disabilities. It is expected that the program will also draw students who are currently enrolled in other degree programs and wish to double major to gain specialized education in the field of disability and human development. Additionally, students who plan to pursue graduate or professional school in a variety of fields, including, but not limited to, education, the health sciences, rehabilitation science, as well as social and community services workers, will gain a level of expertise in disability and human development that will make them more competitive in the job market and able to fill specialized positions within these fields. The program will be administered by the Department of Disability and Human Development.

### **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, 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 2013-2014 graduation rate was 60 percent. The national 2012-2013 average graduation rate for public four-year institutions was 58 percent and the average among comparable Illinois institutions was 61.9 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 System for Education Statistic (NCES).

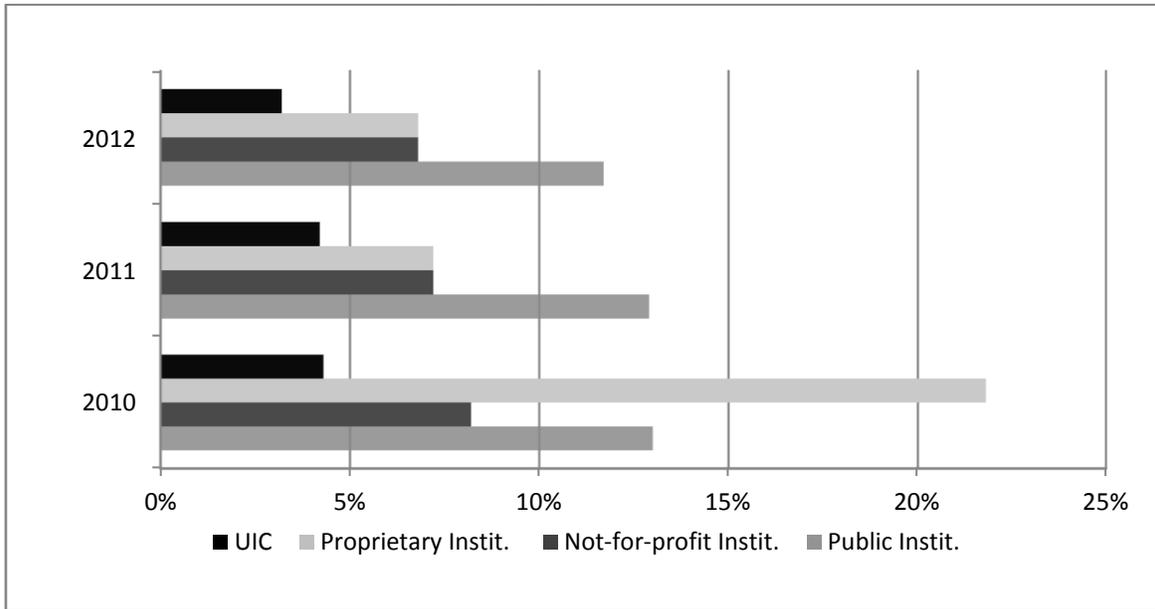
#### Undergraduate Retention Rate

UIC's 2013-2014 retention rate was 80 percent. The national average retention rate for public four-year institutions in 2012 was 58 percent and the average for comparable Illinois institutions was 78.7 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

UIC's 2013-14 completions per 100 full-time equivalent (FTE) rate was 24. The average among comparable Illinois institutions was 24.6. 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, 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 BS in Disability and Human Development is designed to provide skilled personnel who can address the current and future needs of a growing national population of people living with some kind of disability. In 2010 approximately 56.7 million people were living in the United States with some kind of disability. This represented 18.7 percent of the civilian non-institutionalized population and an increase of 2.2 million people with disabilities between 2005 and 2010 (United States Census Bureau, 2012). These data indicate a growing population of people with disabilities that requires a workforce capable of meeting their needs. Many of the occupations that graduates of the program are expected to work in are those projected to register the most job growth nationally by 2022. The fastest projected growth will occur in the healthcare, healthcare support, and personal care fields. According to the Bureau of Labor

Statistics, these fields will account for nearly one-third (or over 5.3 million jobs) of the total employment growth by 2022. Students with a BS in Disability and Human Development will be well positioned to fill many of the skilled positions that fall within this category of job growth. In addition, the presence of state and non-profit disability service organizations provides similarly positive employment prospects for graduates of the Disability and Human Development degree. These organizations are in need of graduates trained in the rights and services afforded to people with disabilities. The Department of Disability and Human Development has longstanding partnerships with some of the state's disability agencies (e.g., the Illinois Developmental Disabilities Council and the Arc of Illinois), as well as prominent non-profit organizations (e.g., Access Living, Equip for Equality, and El Valor). These organizations offer a myriad of disability services which require entry-level qualified personnel with a basic knowledge of disability and human development and skills related to accessing and negotiating services. The undergraduate degree in Disability and Human Development will provide graduates well-positioned for these career opportunities.

### *The Illinois Public Agenda for College and Career Success*

The University indicates that the proposed BS in Disability and Human Development supports 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. Goal 3 is to increase high quality credentials to meet economic demand.” The proposed degree provides students with the needed expertise to meet the growing demands of an economy that increasingly includes people with disabilities. With the lack of dedicated programs that address all aspects of the disability experience, the proposed program fills a national gap in disability expertise at the baccalaureate level that employers need for entry to mid-level positions in service industries, healthcare support, and in social services. The BS in Disability and Human Development also advances Goal 4. Goal 4 promotes the “integration of educational, research, and innovation assets.” Students in the baccalaureate program will work close with faculty in the Department of Disability and Human Development and its many research initiatives and centers. Examples of research and service opportunities for students include work with the Assistive Technologies Unit and the Program on Disability, Arts, Culture, and the Humanities which brings artists and cultural critics from around the world to UIC to explore the experiences of people with disabilities through artistic expression and cultural practice.

### **Comparable Programs in Illinois**

No comparable programs in Illinois specifically grant a baccalaureate degree in Disability and Human Development or Disability Studies or offer a dedicated focus on disability from an interdisciplinary perspective. Even beyond Illinois, only a handful of programs in the country offer undergraduate degrees in fields related to disability and human development. Current trends in disability studies and disability and human development programs show a growing demand for all level of degree programs. The University currently offers a BS in Rehabilitation Sciences through the College of Applied Health Sciences which includes several Disability and Human Development courses in its curriculum. However, this program is distinctly different in its curriculum and objectives from the proposed degree in Disability and Human Development. As such, the BS in Rehabilitation Sciences and the BS in Disability and Human Development fill two unique educational and employment needs. Students completing the Rehabilitation Sciences undergraduate degree will be well positioned to work as service providers in the growing rehabilitation science field. Students with a Disability and Human Development undergraduate degree will be uniquely trained to both understand the issues that people with disabilities face

locally and globally as well as to understand disability advocacy, disability culture, and the laws and policies that support people with disabilities.

### **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 program supports the University of Illinois at Chicago's mission and focus. The program is consistent with the purpose, goals, objectives, and mission of the institution. The requested degree title reflects the degrees 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**

Program applicants must complete the standard University application and meet the minimum admission requirements for the University of Illinois at Chicago. Applicants are also encouraged to submit letters of recommendation and a personal statement that specifically addresses commitment to the inclusion of people with disabilities in society. Transfer students must complete a transfer application to the University, have a minimum of 24 credit hours at application and 36 hours at enrollment, and have a minimum GPA of 2.5.

### **Curriculum**

The Bachelor of Science in Disability and Human Development offers an interdisciplinary curriculum that fosters understanding of disability as a social, political, historical, cultural, and environmental phenomenon, not just a medical or biological condition. The undergraduate degree builds on the academic, research, and service work of the Department of Disability and Human Development, as well as existing master's- and doctoral-level degrees in the discipline of disability studies. The 120 hour program is comprised of general education requirements, including a university writing component, and 34 hours in the major. The major requirements are built on 22 hours of core courses focusing on topics such as disability, rights, and culture; disability, health, and society; and disability, policy, and law. Students must also complete a capstone course during which they will work with an on-campus unit or community organization to gain practical experience.

## Assessment of Student Learning

Assessment of learning is grounded in learning objectives. Students should know and be able to: (1) identify and evaluate the role that historical, social, cultural, political, and economic contexts play in shaping understandings and experiences of disability; (2) evaluate research conducted about disability; (3) identify, analyze, and critically engage with issues facing people with disabilities at the local, national, and international level, and; (4) identify and evaluate resources available to people with disabilities to support community living, participation, and self-determination at the local, national, and international level. Student learning will be measured through a variety of direct assessment tools including exams, analytical papers, discussion forums, guided in- and outside-of-class learning activities, literature reviews, media dossier projects, service learning projects, and research projects. Assessment of the learning outcomes within each course takes place through each semester. Successful completion of each course reflects that students have met the objectives within the course. Indirect assessments of student learning objectives will be evaluated through both program completion self-assessments and feedback from campus and community partners working with candidates on research and service projects.

## Program Assessment

The University has a clearly articulated assessment plan to determine the overall effectiveness of its programs and the degree to which students' learning needs are being met. For the BS in Disability and Human Development, the department's academic affairs committee will review all course objectives, syllabi, and assessments at the launch of all new courses and at the completion of each semester. This same committee will also conduct an annual review of student learning assessments and outcomes. In consultation with the course instructors, the committee will make annual recommendations on how to continuously support achievement of student learning objectives. Students completing the program will be asked to complete a survey assessing key elements of the program including relevance of course topics and assessments and their overall preparedness for the workforce. The Program Coordinator and the Director of Undergraduate Studies will collect and track enrollment, retention, and graduation rates of all students in the program and review these numbers annually with the academic affairs committee. Alumni and employer and internship supervisor surveys will also be used to evaluate the program's learning outcomes in terms of preparedness of students for jobs related to the field.

## **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.*

Facilities at the University are sufficient for implementing the proposed BS in Disability and Human Development. Classroom space, computer resources, and library services are sufficient for the program's needs. The University's Health Sciences and Daley libraries offer access to both printed material and relevant electronic journals within the field, including: Disability and Society; the Journal of Literary and Cultural Disability Studies; Review of

Disability Studies; Canadian Journal of Disability Studies; Journal of Intellectual and Developmental Disability Studies; and the Journal of Disability Policy Studies. Additionally, the Department of Disability and Human Development hosts the David Braddock Library, which is maintained with both canonical and cutting edge research publications in the field.

### **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 process 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 launch and administer the Bachelor of Science in Disability and Human Development. As enrollment grows, the Department of Disability and Human Development projects hiring one full-time tenure track faculty in the fifth year of the program. The department's budget will be adequate to support this position.

### **Accreditation/Licensure**

The proposed program does not require specialized accreditation or licensure.

### **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 Science in Disability and Human Development 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.

**Proposed Program Title in the Region of Authorization:** Master of Arts in Applied Economics in the Chicago Region

*Projected Enrollments and Degrees:* The University of Illinois at Chicago projects the program will increase from approximately 20 students in the first year to 35 students in the fifth year. The University projects 32 degrees will be awarded in the fifth year.

### **Background**

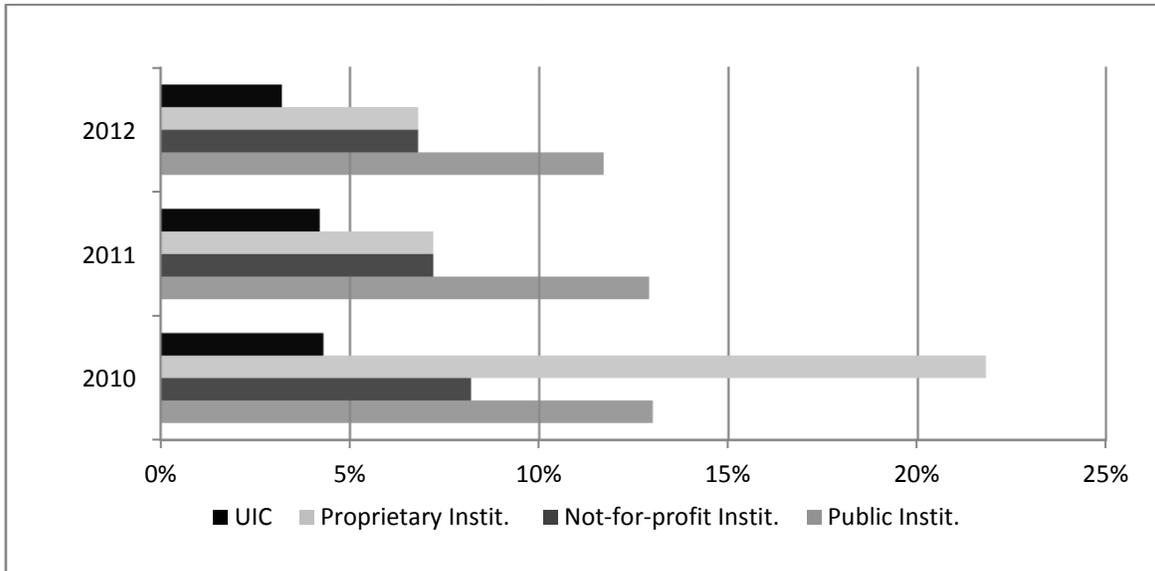
The University of Illinois at Chicago (UIC or the University) requests authority to offer a Master of Arts (MA) in Applied Economics in the Chicago Region. The Master of Arts in Applied Economics requires a minimum of 40 credit hours. The proposed program will prepare students for admission into doctoral programs in economics, public policy, public affairs, and other related areas. Career options include government or non-profit positions in economic or social analysis and policy or private sector positions in economic analysis. The program will be administered by the Department of Economics.

### **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.

### Three Year Cohort Student Loan Default Rate



Source: National Center for Education Statistics, 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.

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

#### 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 Department of Economics currently offers a Master of Arts (MA) and a PhD in Economics. The establishment of an MA in Applied Economics creates a second pathway for students interested in a master's level education in economics. Historically, the department found that many students who apply to the current program lack the requisite advanced mathematics academic preparation for these mathematically rigorous courses. By offering an analytically rigorous curriculum that deemphasizes mathematical derivations, the department will be able to provide excellent training for students who seek jobs that require a strong background in economics and quantitative methods, but less extensive knowledge of theory.

Furthermore, the MA in Applied Economics capitalizes on the existing focus and strengths of faculty and research activities within the UIC Department of Economics – specifically in applied micro-econometric analysis in the areas of labor, health, and education economics. In addition, the program would be the only one of its kind at a public university in the Chicago area, making it an ideal option for prospective students for whom geographic location and cost are important criteria in their decision to pursue graduate education.

#### *The Illinois Public Agenda for College and Career Success*

The University indicates that the proposed MA in Applied Economics supports Goal 1 and Goal 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 program will expand opportunities for Illinois college graduates who desire to do postgraduate work in applied economics at a research university and receive the extensive expertise in health, labor, and education economics. 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 increasing employment and salaries of students with graduate training in economics provides clear evidence of the rising demands of the economy. The Bureau of Labor Statistics projects that the employment of economists will grow 14 percent from 2012 to 2022.

#### **Comparable Programs in Illinois**

Although two private and seven public institutions offer economics programs at the master’s level, this proposed MA in Applied Economics provides a slightly different focus in the curriculum by capitalizing on applied micro-econometric analysis in the areas of labor, health, and education economics. UIC will be the only public university in the Chicago region to offer a MA in Applied Economics.

#### **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 program supports the University of Illinois at Chicago’s mission and focus. The proposed program is consistent with the purpose, goals, objectives, and mission of the institution. The requested degree title reflects the degree’s 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

To be qualified for admission to the Master of Arts in Applied Economics, applicants must have a baccalaureate degree from a regionally accredited university. Although an undergraduate degree in economics is not required, prior academic work must include one semester of calculus and statistics. Official transcripts, GRE scores, letters of recommendation, and a personal statement are required for all applicants.

### Curriculum

The Master of Arts in Applied Economics is a 40 credit hour face-to-face program designed for students who desire a stand-alone master's degree as either a stepping stone to a doctoral program or a career that requires training in economics and micro-econometrics with an emphasis on empirical analysis in the fields of labor, health, and education economics. The MA in Applied Economics requires eight core classes in applied microeconomics, macroeconomics, econometrics, mathematical methods, probability and statistics, research design, and a general course on economics. To complete the program, students must select from two graduate-level courses in economics or a related field as approved by the program director or complete a master's thesis. As the capstone experience, both the graduate electives and thesis course provide students the opportunity to apply econometric and economic theory skills to topics in applied economics. Each path requires comprehension of academic articles and written exposition and analysis.

### Assessment of Student Learning

The University has a standard process for assessing student learning outcomes in all its degree programs. The institution's approach for the proposed program will incorporate direct and indirect measures administered periodically throughout the curriculum. Direct assessment measures include problem sets, practicum, projects, examinations, and written papers, which will be measured against the learning objectives for each course. Indirect assessments include formal student evaluations of faculty and courses, as well as retention, graduation, and time-to-completion rates.

### 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 MA in Applied Economics will be operated under a framework of ongoing assessment and improvement. The program director will collect student survey data on all classes and gather feedback from all instructors on student performance. The program director will meet individually with faculty to go over student feedback and assessment results obtained from coursework and theses. In addition, graduates will be surveyed one year after graduation about learning in each broad area, success in the graduate-school application process, and satisfaction with UIC coursework in terms of preparation for a doctoral program. Those graduates not matriculating to a doctoral program will be surveyed about their employment and the relevance and quality of UIC coursework. Responses will guide efforts to implement the changes that are needed to improve the success of graduates. Reviews will also be conducted at the three- and

eight-year intervals as a part of ongoing program assessment. 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 or public service, are conveniently available and accessible and can be maintained.*

Facilities at the University are sufficient for implementing the proposed MA in Applied Economics. Classroom space, computer resources, and library services are sufficient for the program's needs.

The University's Richard J. Daley Library has a digital library of over 1,900 academic journals and Science Direct, an open access directory of over 250,000 articles. 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 professional staff members with graduate degrees in Library and Information Science.

### **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 process 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 Master of Arts in Applied Economics.

### **Accreditation/Licensure**

The proposed program does not require specialized accreditation or licensure.

**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 Master of Arts in Applied Economics 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 Theatre 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 Theatre is projected to grow from five students in the first year to approximately 40 students in the fifth year. It has projected also that 13 degrees will be awarded in the fifth year.

### **Background**

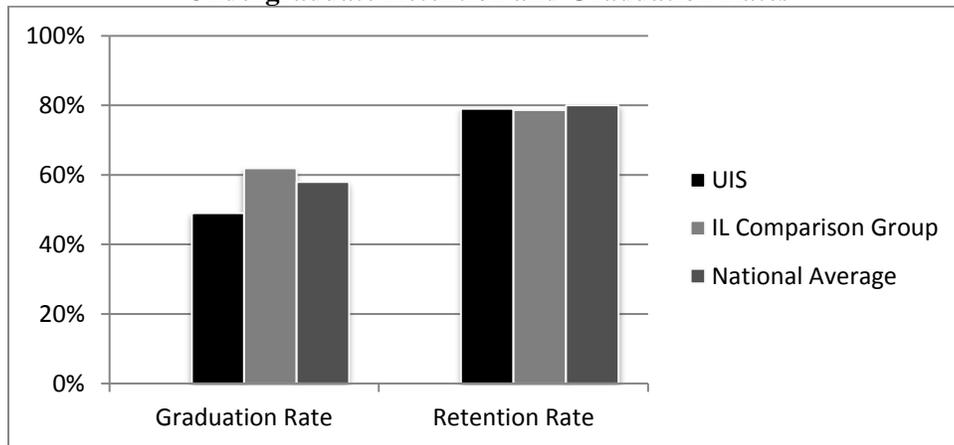
The University of Illinois at Springfield (UIS or the University) requests authority to offer a new Bachelor of Arts (BA) in Theatre. The program will be incorporated into the Department of Art, Music, and Theatre. The major is designed to meet student interests in creative and performing arts while enhancing the cultural environment of the campus. Successful students in the Theatre major at UIS will gain an understanding and appreciation for theatre as an evolving art form. Theatre students will also learn the fundamental processes involved in creating theatre. The Bachelor of Arts degree in Theatre will build upon the foundational courses that already comprise the Theatre minor. The minor coursework currently in place includes survey courses, studio classes, and experiential learning through production work, and it sets the ground work for the new major.

### **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, 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 2013-2014 graduation rate was 49 percent. The national 2012-2013 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 the National Center for Education Statistics (NCES).

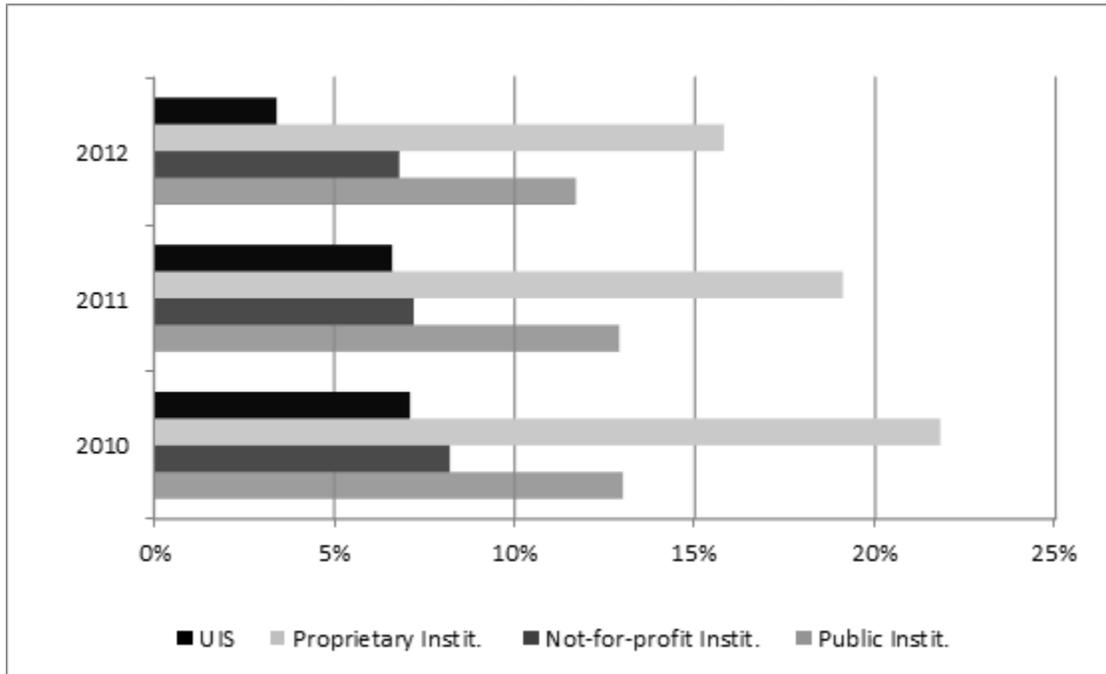
#### Undergraduate Retention Rate

UIS's 2013-2014 retention rate was 79 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 NCES.

#### Undergraduate Completions per 100 FTE

UIS's 2013-2014 completions per 100 Full Time equivalent (FTE) rate was 29. 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, 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 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.*

A review of the occupational outlook from the U.S. Department of Labor Bureau and the Illinois Department of Employment Services suggests that through 2022 there will continue to be a strong demand nationally and in Illinois for jobs for individuals trained in Theatre Arts and Theatre Arts related occupations. Job categories which include such occupations as actors, agents and managers of artists/performers, and producers and directors are expected to see consistent

growth. In addition, admissions inquiries at UIS further indicate a need to add the bachelor's degree. Over the last ten years UIS has had more than 116 inquiries from students during the admissions process regarding a theatre major.

### *The Illinois Public Agenda for College and Career Success*

The Bachelor of Arts in Theatre was developed in light of the strategic plan of the University of Illinois at Springfield, as well as the strategic plan of the College of Liberal Arts and Sciences at UIS. The new degree also aligns with the goals of the *Public Agenda for College and Career Success* and the State's completion agenda to substantially increase the number of postsecondary credential holders by 2025. This program supports both the completion agenda goal of increasing postsecondary credential holders, Public Agenda Goal 1 "increase educational attainment to match the best-performing states" and Goal 3, "increase the number of high-quality postsecondary credentials to meet the demands of the economy and an increasingly global society." In alignment with the University's goal of expanding enrollment, this program was developed to help meet these state-level goals. The Theatre program capitalizes on institutional strengths related to experiential learning and internships to prepare students who are prepared to integrate theory and practice with the capacity for developing and managing programs, collaborating in teams, and enhancing the skills of the workforce in Illinois.

### **Comparable Programs in Illinois**

A number of colleges and universities in the State of Illinois offer a Bachelor of Arts in Theatre, including seven public institutions and 21 private institutions, many of which are located in the Chicago metropolitan area. UIS offers a competitive price advantage to the private institutions and offers a student-centered, intimate learning environment with more opportunities for acting and production roles that is unique among the public institutions.

### **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 Theatre program is consonant with the UIS Mission and with college-level strategic plans. The mission of the degree is consistent with and supports the educational mission of the University.

### **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

There are no admission requirements for the Bachelor of Arts in Theatre beyond those required for admission to UIS. Applicants to the program are evaluated based on the following criteria: college preparatory curricula and academic coursework, grade trends, and the rigor of courses completed throughout high school. Applicants must provide written evidence of their ability to perform at a high academic level by submitting a personal and academic statement. Admission for transfer students is the same for all transfer students to the University.

## Curriculum

The 120 semester hour program requires 37 hours of theatre coursework for completion. The program curriculum requires coursework on directing, production, script analysis, theatre history, and design. The program will allow students to pick a sequence of courses to focus their study of theatre. These sequence areas are dramatic literature, performance, and technical theatre. Also required for graduation are a practicum and capstone course. The practicum requires students to act in or provide technical support to a UIS Theatre production. The senior capstone will be taught by a cohort of Theatre faculty, addressing students' comprehension of the various sequences of study and preparing them with professional skills necessary for job placement or continued education in theatre. Students must review the work of their previous semesters and evaluate strengths and weaknesses as they finalize their showcase materials. Concurrent to this preparation, students will demonstrate progress in their understanding of the goals of the BA in Theatre by completing a project with their peers and by responding to the work of their peers for the showcase. The final evaluation and approval of their work rests with theatre faculty

## Assessment of Student Learning Outcomes

Depending on the program sequence a student chooses (dramatic literature, technical theatre, or performance), initial assessment will be housed in a different fundamental lower-division course. Subsequent assessments are then mapped through the curriculum in key courses and culminate in the work completed in the required capstone course. Theatre faculty will track student progress along this continuum and periodically adjust to meet the needs of the students. To assess the Theatre Program and measure learning across Theatre majors, the faculty will aggregate the scores of the students on the final capstone project. Faculty will analyze the assessment data and adjust curriculum as necessary to insure a continuous cycle of improvement for the Theatre Program. Regular program evaluations will be conducted as per University assessment guidelines.

## Program Assessment

The Theatre program will be evaluated using the existing program review process at UIS. Currently, that process requires that programs are reviewed every eight years, but in this case, the first review will occur at the end of the third year, as designated by IBHE for new programs or units. The current UIS program review process involves a one-year self-study that takes place in the seventh year, as well as a mid-cycle Assessment Progress Report in the third year of regular review cycles. Incorporated into the UIS program review process are instructional resource metrics for productivity, results of student learning assessment, employer surveys, student feedback, evaluation of capstone and practicum experiences, retention rates, and job placement rates.

### **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 Brookens Library provides access to a collection of over 700,000 books and serials, including over 205,000 eBooks and eJournals. No additional library resources will be required.

### **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.*

Current staff will be adequate to implement and maintain the new Theatre program. 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. No new faculty lines are required to staff the proposed program, although adjunct instructors will be hired in the first year to cover costume design/construction courses. The University anticipates the need to hire a full-time faculty member in year three with continued increased enrollment.

### **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. Any unmet resource need for this program will be addressed by the College and/or the University.

## **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.*

No specialized accreditation is required for this program.

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

## **Staff Conclusion**

The staff concludes that the Bachelor of Arts in Theatre 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.

**Proposed Program Title in the Region of Authorization:** Bachelor of Science in Athletic Training in the Central Region

*Projected Enrollments and Degrees.* The University of Illinois at Springfield has indicated that enrollment in the proposed Bachelor of Science in Athletic Training is projected to grow from 12 students in the first year to approximately 56 students in the fifth year. It has projected also that 12 degrees will be awarded in the fifth year.

## **Background**

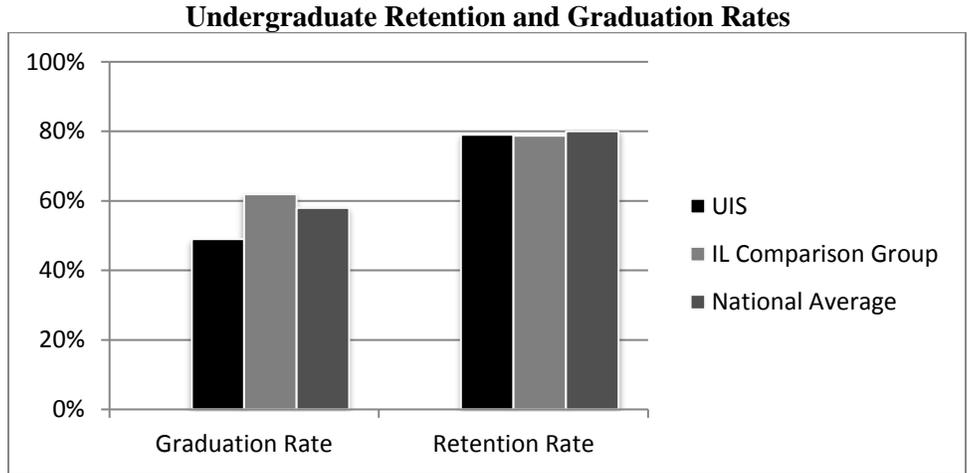
The University of Illinois at Springfield (UIS or the University) requests authority to offer a new Bachelor of Science (BS) in Athletic Training. This degree was developed to prepare its students to master entry-level Commission on Accreditation of Athletic Training Education educational competencies and clinical proficiencies as evidenced by successful completion of the Board of Certification (BOC) examination and to develop ability to communicate with other

allied health professionals as evidenced by frequent interaction with certified athletic trainers, coaches, fitness workers, and recreation workers.

**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.



Source: National System for Education Statistics, 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 2013-2014 graduation rate was 49 percent. The national 2012-2013 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 the National Center for Education Statistics (NCES).

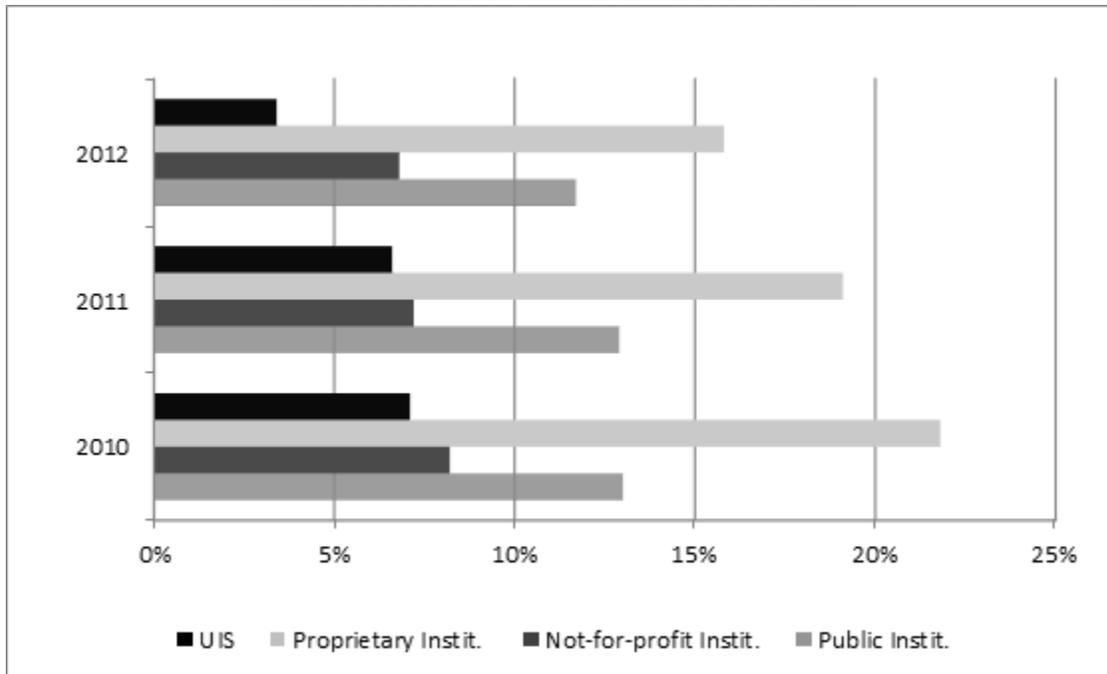
### Undergraduate Retention Rate

UIS’s 2013-2014 retention rate was 79 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 NCES.

### Undergraduate Completions per 100 FTE

UIS’s 2013-2014 completions per 100 Full Time equivalent (FTE) rate was 29. 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, 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 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 FY 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.*

According to the Bureau of Labor Statistics (BLS), the occupations labeled Athletic Trainers and Exercise Physiologists are expected to grow by 21 percent for the ten year period of 2012-2022. It is projected that there will be 11,100 job openings in the profession during this same period of time. In addition, the BLS indicates that Illinois has the highest employment level among the states in this occupation, with 1,770 people employed in the field as of May 2013. In addition, the local Chamber of Commerce indicated that healthcare has surpassed state government as the top employer in Sangamon County. More than 1.6 million people throughout 40 counties are served by the Mid-Illinois Medical District's partner institutions each year, and the proximity of healthcare, education, and support facilities is attracting other healthcare and related businesses to this area.

### *The Illinois Public Agenda for College and Career Success*

The University of Illinois at Springfield's proposed BS in Athletic Training was developed in light of the strategic plan of the University of Illinois Springfield, the goals of the *Illinois Public Agenda for College and Career Success*, and the State's completion agenda to substantially increase the number of postsecondary credential holders by 2025. This proposal is part of a larger effort by the University to increase access to public education, with a focus on areas of economic development for the state of Illinois. The University's strategic plan meshes with state strategic goals for education. The goals for expansion at UIS support both the completion agenda goal of increasing postsecondary credential holders, and *Public Agenda* Goal 1 "Increase educational attainment to match the best-performing states" and Goal 2 which requires colleges and universities to "ensure affordability for students, families, and taxpayers." The UIS Office of Admissions is actively engaged in a number of recruitment activities and partnerships to increase the number of under-represented students to campus. Underrepresented categories include race, ethnicity, low-income status, first generation students, students with disabilities, and students from rural areas from Illinois counties designated as low sending counties. The 2013-2014 freshman class minority enrollments exceeded 50 percent for the first time. Because UIS is a public university with a liberal arts focus, it provides affordable education with a unique small-college approach to the citizens of Illinois. In comparison to Millikin University, Illinois State University, Eastern Illinois University, and Western Illinois University, UIS has the second lowest tuition rate at \$11,136. The average amount of \$10,078 of financial assistance was offered to 68.5 percent of the students enrolled at the University for the 2015-16 school year, placing UIS among the most affordable educational institutions within the group.

## **Comparable Programs in Illinois**

Currently there are thirteen Commission on Accreditation of Athletic Training Education (CAATE) accredited athletic training programs in Illinois. Four of these are at state universities and nine are at small private universities and colleges. According to the most recent three-year graduation and BOC exam pass rate data collected by CAATE, these thirteen institutions average approximately 136 graduates annually. When considering the BLS ten-year growth projection of 21 percent and considering that Illinois has been identified as a leading state for employing athletic trainers, it is reasonable to anticipate that job demand will outpace the available supply.

## **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 Athletic Training program is consonant with the UIS Mission and with college-level strategic plans. The mission of the degree is consistent with and supports the educational mission of the University.

## **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**

Initial acceptance into the University is required before admission to the Athletic Training program. The UIS admission requirements state that student applications are evaluated based on the following criteria: college preparatory curricula, academic coursework, and grade trends. Applicants must provide written evidence of their ability to perform at a high academic level by submitting a personal and academic statement. Upon acceptance into the University, students who wish to enter the Athletic Training Program must complete the pre-professional phase, which is typically done during the spring semester of a student's freshman year and includes formal classroom and skill instruction, as well as structured skill clinical education experiences in an athletic training setting. The pre-professional phase requirements include clinical placement prerequisites and 120 hours of clinical education experience. Completion of the pre-professional requirements does not guarantee continuance in the program. The primary admission process is conducted each spring semester with the selected students beginning the professional phase the following fall semester. The professional phase includes maintenance of at least a 2.5 GPA, CPR certification, required immunizations, physical examination, submission of three recommendations, and a personal interview with the program admissions committee.

## Curriculum

The Bachelor of Science in Athletic Training is designed for freshmen rather than for transfer students, and will be offered with some blended courses. This 120 semester hour program has a highly prescribed set of courses which measure specific outcomes, and it allows for few electives. This program will be accredited by CAATE and is designed to prepare students to enter the athletic training profession as certified athletic trainers. The program will include classroom, laboratory instruction, and clinical field experiences designed to provide didactic and clinical knowledge and skills relating to the prevention, treatment, rehabilitation, and protection of injuries sustained through healthy physical activities. Upon completion of this program of study, students will be eligible to apply for the Board of Certification national examination to become a certified athletic trainer. The program objectives emphasize basic science skill development, athletic training competencies, communication, critical thinking skills, and engaged citizenship. These objectives will be accomplished through classroom instruction, laboratory, and clinical experiences with quality professional clinical partners. Clinical experiences will occur in various settings including high schools, colleges and universities, professional sport venues, sports medicine clinics, corporations and industrial settings, fitness facilities, and other nontraditional settings.

## Assessment of Student Learning Outcomes

Outcomes for the program are aligned with the specialized accreditation requirements. The Athletic Training faculty will gather student data to insure student attainment of professional competencies. Students will be evaluated during the clinical portion of the program and the clinical coordinator will review this data with the program faculty at monthly meetings. In addition to completing the clinical education, each student is evaluated during all program coursework in the form of written tests, simulated/situational tests, and oral/practical tests to insure that the student is meeting the required competencies.

## Program Assessment

The Athletic Training program will be evaluated using the existing program review process at UIS. Currently, that process requires that programs are reviewed every eight years, but in this case, the first review will occur at the end of the third year, as designated by IBHE for new programs or units. The current UIS program review process involves a one-year self-study that takes place in the seventh year, as well as a mid-cycle Assessment Progress Report in the third year of regular review cycles. Incorporated into the planned program review process are clinical evaluations, input from a clinical liaison committee, results of student learning assessment, employer surveys, student feedback, pass rates on the capstone, and the BOC certification exam, retention rates, and job placement rates.

## **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 University's Brookens Library provides access to a collection of over 700,000 books and serials, including over 205,000 eBooks and eJournals. Two database subscriptions will be added to support the new program: the Cumulative Index to Nursing and Allied Health (CINAHL) and SPORTDiscus. CINAHL is the definitive comprehensive database and research tool for nursing and allied health professionals. SPORTDiscus is a comprehensive bibliographic database that covers key areas of sports medicine and related fields. The existing facilities are adequate to support the program when fully implemented. However, renovations of some existing space are planned to create a laboratory and two dedicated classrooms.

### **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.*

Two new tenure-track positions will be created to support the proposed program. These faculty will serve as program director and clinical coordinator. A part time clerical staff will also be added to manage and maintain the work related to the program. No new advising staff is anticipated. 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. 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.*

The University has dedicated resources to the Department of Allied Health to support the hiring of two new tenure-track faculty members who will serve as program director and clinical coordinator for the new Athletic Training program. Funding for these positions is anticipated from internal sources and ongoing support of the program from student tuition. No new state resources are needed to establish the proposed 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.*

The Illinois Department of Financial and Professional Regulations (IDFPR) is responsible for assuring that athletic trainers are registered to practice in the State of Illinois. IDFPR accepts the certification by the National Athletic Training Association Board of Certification. No additional examinations are 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.*

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

### **Staff Conclusion**

The staff concludes that the Bachelor of Science in Athletic Training 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 Program Title in the Region of Authorization:** Bachelor of Science in Innovation, Leadership, and Engineering Entrepreneurship in the Prairie Region.

*Projected Enrollments and Degrees:* The University of Illinois at Urbana-Champaign projects the program will increase from approximately ten students in the first year to 250 students in the fifth year. The University projects 250 degrees will be awarded in the fifth year.

### **Background**

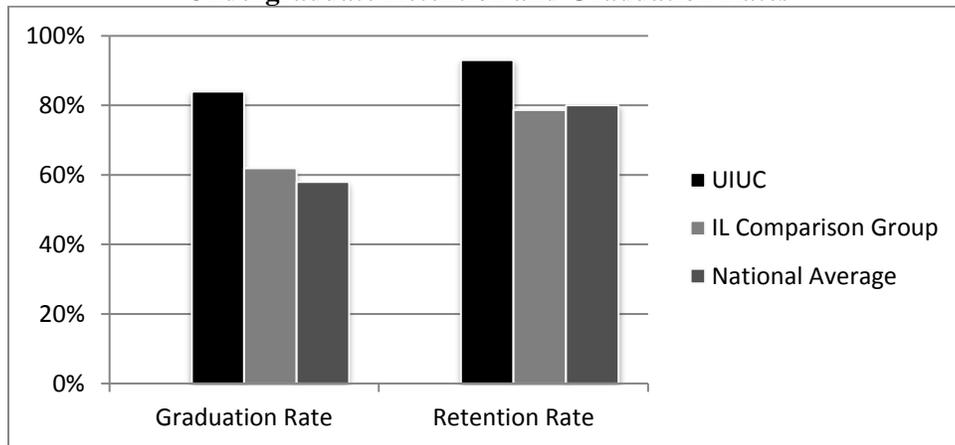
The University of Illinois at Urbana-Champaign (the University) requests authority to offer a Bachelor of Science (BS) in Innovation, Leadership, and Engineering Entrepreneurship in the Prairie region. The proposed program is a 128 credit hour administered by the College of Engineering. The curriculum combines a disciplinary engineering technical core with additional aspects of problem identification and solution innovation, along with complex multidisciplinary engineering project management and leadership. The program will equip students to better understand the innovative processes involved in identifying problems and creating, developing, and leading efforts to provide engineering solutions.

### **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, US Department of Education*

Note: *The University of Illinois at Urbana-Champaign is in the four-year, selective Illinois comparison group. Higher percentages are positive indicators.*

#### Undergraduate Graduation Rate

The University's 2013-2014 graduation rate was 84 percent. The national 2012-2013 average graduation rate for public four-year institutions was 58 percent and the average among comparable Illinois institutions was 61.9 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 National System for Education Statistics (NCES).

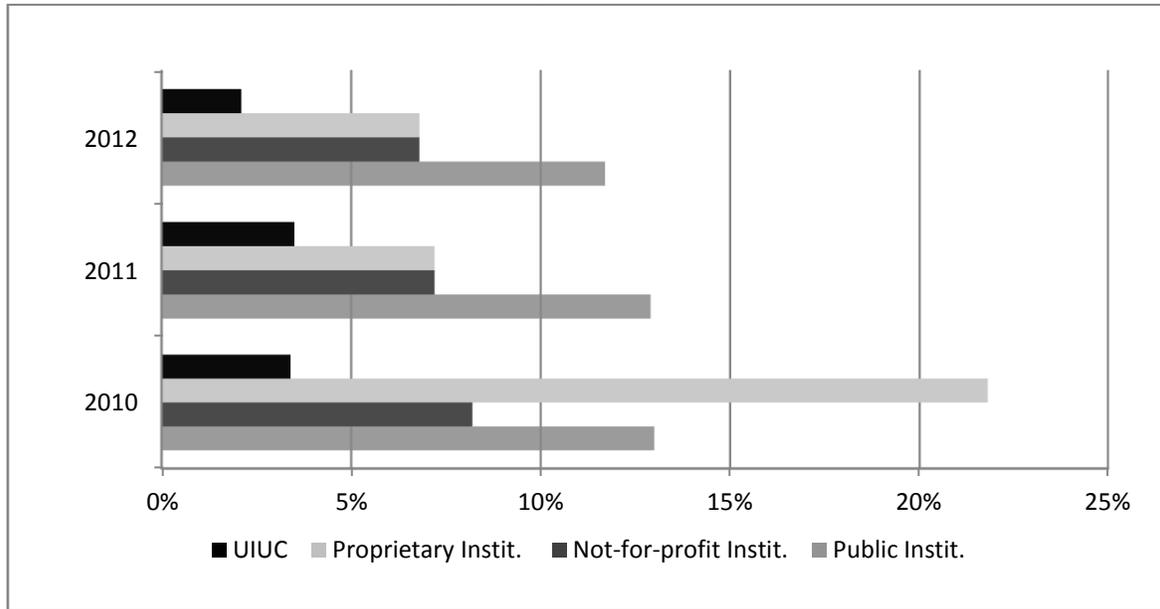
#### Undergraduate Retention Rate

The University's 2013-2014 retention rate was 93 percent. The national average retention rate for public four-year institutions in 2012 was 80 percent and the average for comparable Illinois institutions was 78.7 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

The University's 2013-2014 completions per 100 full-time equivalent (FTE) rate was not applicable. The average among comparable Illinois institutions was 24.6. 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. For the University of Illinois at Urbana-Champaign, the undergraduate completion per 100 FTE is not an accurate indicator. The majority of students at the University are full-time, and substantial numbers double major and take overloads of credit hours (over 12, up to 18 credit hours), and the standard calculation does not account for these factors.

### Three Year Cohort Student Loan Default Rate



*Source: National Center for Education Statistics, US Department of Education  
 Note: The University of Illinois at Urbana-Champaign is a public institution.  
 A lower number is a positive indicator.*

The three-year student loan default rate for the University of Illinois at Urbana-Champaign was 2.1 percent in 2012, 3.5 percent in 2011, and 3.4 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 College of Engineering at the University of Illinois at Urbana-Champaign offers numerous opportunities for students to acquire leadership, innovation, and engineering entrepreneurship skills; however, currently no degree program that offers formal, transcriptable leadership and innovation skills is available. Furthermore, degrees that focus on innovation and leadership in engineering entrepreneurship are also not known to exist in the nation; as such, the University of Illinois at Urbana-Champaign has a unique opportunity to be a leader in this type of undergraduate education. The demand for courses related to innovation, leadership, and engineering entrepreneurship has grown significantly over the past ten years, both on the University of Illinois at Urbana-Champaign campus and at other universities across the country.

The current Technology Entrepreneur Center (TEC), housed in the College of Engineering, already offers projects, programming, and non-transcripted undergraduate certificate programs in engineering innovation, leadership, and entrepreneurship. TEC has been in operation since 2000 and administers Technology Entrepreneurship (TE) courses that are cross-listed with the College of Engineering. TEC has seen strong, steady participation levels over the last 15 years and in the past five years participation levels in its courses and activities have doubled. On average, 1,000 students take these courses each year.

*The Illinois Public Agenda for College and Career Success*

The University indicates that the proposed program will support Goal 3 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 BS in Innovation, Leadership, and Engineering Entrepreneurship will allow students to obtain coherently organized College of Engineering transcriptable credit for courses and program activities in areas of strong economic demand. This program will add to the set of high-quality credentials available to students augmenting the skillset provided through the traditional engineering framework with coursework and experience in entrepreneurship, often most sought-after by campus recruiters for engineering graduates. According to the Kaufmann Index of Entrepreneurial Activity, the nationwide educational composition of new entrepreneurs has shifted over the last 18 years. For example, new entrepreneurs who graduated with a college degree increased from 23.7 percent in 1996 to 33 percent in 2014.

### **Comparable Programs in Illinois**

According to the IBHE program inventory, no other institution offers a similar program.

### **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 Innovation, Leadership, and Engineering Entrepreneurship supports the University of Illinois at Urbana-Champaign’s mission and focus. The proposed program is consistent with the purpose, goals, objectives, and mission of the institution. The requested degree title reflects the degree’s 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

In the start-up phase of the proposed program, admission will be restricted to those students already enrolled in good standing in another disciplinary degree program in the College of Engineering or in the major in Chemical Engineering in the College of Liberal Arts and Sciences. Applicants must have completed at least their first semester of their freshman year in one of the aforementioned disciplinary degree programs at the University.

After this initial two-year phase, admission will open to incoming students. Admission is selective. Admissions decisions are based on coursework, academic performance, class rank, and ACT or SAT scores, application essays, extracurricular activities, volunteer and work experience, and awards and honors. In fall 2014, the middle 50 percent of students admitted to the College of Engineering had ACT scores in the 31-34 range and a high school rank of 93-99 percent.

## Curriculum

The Bachelor of Science in Innovation, Leadership, and Engineering Entrepreneurship is designed to equip students to better understand the innovative processes involved in identifying problems and creating, developing, and leading efforts to provide engineering solutions. The proposed program requires 128 credit hours for graduation. Specifically, the BS in Innovation, Leadership, and Engineering Entrepreneurship includes a mixture of foundational math and science courses; Innovation, Leadership and Engineering Entrepreneurship Technical Core courses, including project-based experiential credits; general education courses; and technical electives. The program is unique in that it has a required set of project-based experiential credits (four hours minimum, 16 hours maximum) that are approved, supervised, and coordinated by a University faculty member. This credit-bearing opportunity allows students to work on their innovative research projects, some of which may develop into technology startup companies, and earn transcriptable credit towards a degree. Students will be able to work with faculty members within the College of Engineering to receive guidance and mentorship. All courses meet face-to-face on the Urbana campus. The technical electives required are comprised of 19 hours chosen from the Innovation, Leadership, and Engineering Entrepreneurship approved list and eight hours chosen from the College of Engineering's Departmental Electives approved lists.

## 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 quizzes, exercises, exams, projects, and class participation, which will be measured against the learning objectives for each course. Indirect assessments include: formal student evaluations of faculty and courses; retention, graduation, and time-to-completion rates; syllabi audits; 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 College of Engineering Dean will review the BS in Innovation, Leadership, and Engineering Entrepreneurship annually for the first three years. If major changes are indicated, the Dean will request a formal review by the College's executive committee. The evaluation will include student enrollment, course availability, student placement, shifts in student and faculty ratios,

student and faculty assessment, and student degree progress and completion. After the initial implementation period, similar assessments will be made every three years and as part of the eight-year cycle of program reviews. Further, the College of Engineering's Office of Career Services collates self-reported student success metrics on an annual basis which include job placement and salary outcomes. 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 or public service, are conveniently available and accessible and can be maintained.*

Facilities at the University are sufficient for implementing the proposed BS in Innovation, Leadership, and Engineering Entrepreneurship. Classroom space, computer resources, and library services are sufficient for the program's needs. The University's Library has a collection of materials and resources central to the field of engineering. 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 professional staff members with graduate degrees in Library and Information Science.

### **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 are required to establish the proposed program. The University has adequate faculty, staff, and other instructional resources to administer the Bachelor of Science in Innovation, Leadership, and Engineering Entrepreneurship. The Technology Entrepreneur Center (TEC) currently services over 1,000 students in its innovation, leadership, and engineering entrepreneurship projects and cross-listed courses. In the first year, the University will leverage

its existing resources which includes courses, faculty, staff, and facilities to meet the needs of the students in the BS in Innovation, Leadership, and Engineering Entrepreneurship. The program will scale with the student enrollment. When the program is fully implemented, there will be five 75 percent specialized clinical faculty, five teaching assistants, and additional curriculum coordinator resources. As additional resources from alumni and corporate contributions become available, the unit can scale capacity as needed. As the program scales, the TEC has a commitment from the College of Engineering for up to four additional clinical faculty positions as needed.

### **Accreditation/Licensure**

The proposed program does not require specialized accreditation or licensure.

### **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 Science in Innovation, Leadership, and Engineering Entrepreneurship 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 23 Illinois Administrative Code, Ch. II, Section 1050.30, and the Illinois Board of Higher Education policies pertaining to assessment and accreditation or licensure.

**Proposed Program Title in the Region of Authorization:** Master of Engineering in Bioengineering in the Prairie Region

*Projected Enrollments and Degrees:* The University of Illinois at Urbana-Champaign projects the program will increase from approximately 25 students in the first year to 40 students in the fifth year. The University projects 40 degrees will be awarded annually beginning in the fifth year.

### **Background**

The University of Illinois at Urbana-Champaign (the University) requests authority to offer a Master of Engineering (MEng) in Bioengineering in the Prairie region. The MEng in Bioengineering is designed to serve students who seek careers that combine engineering with product, team, and project management in the rapidly growing fields of biomedical imaging, computational genomics, and general bioengineering. As the global healthcare system undergoes transformation driven largely by an aging population, there is greater need for technological advances in medicine and bioengineering that will provide better healthcare at a lower cost.

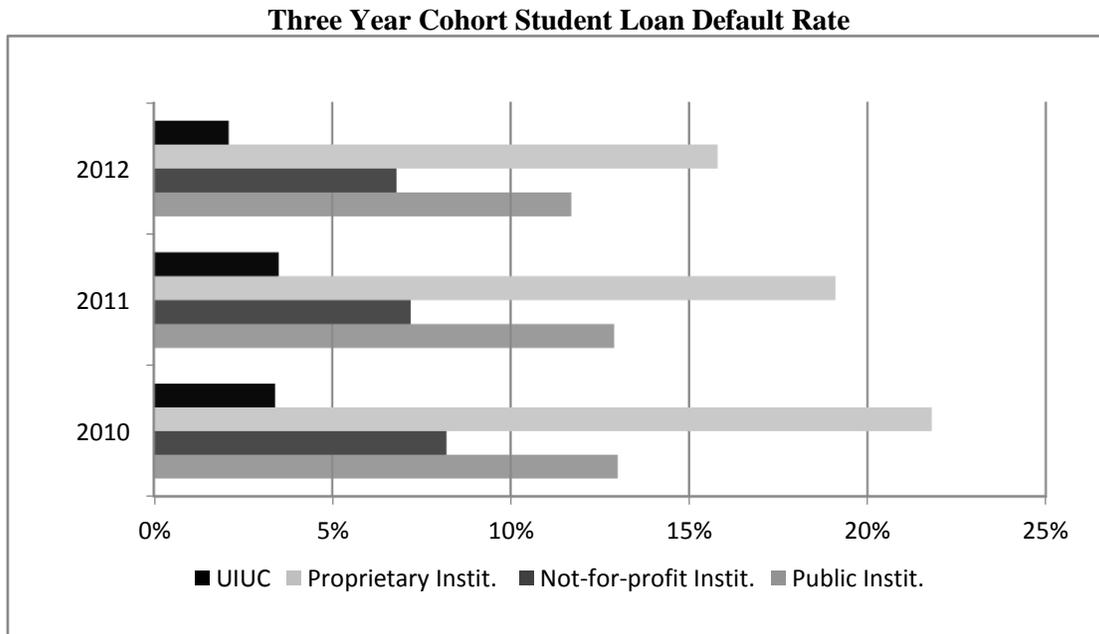
The Master of Engineering in Bioengineering requires a minimum of 32 credit hours inclusive of eight hours of business courses and eight hours of technical courses in one of the

following concentrations: bioinstrumentation, computational genomics, and general bioengineering. The proposed program is a non-thesis, terminal professional degree and as such is not intended as a pathway to a doctoral program. The MEng in Bioengineering will prepare its graduates to be more competitive for entry-level management positions or obtain skills in bioengineering to advance in their current career paths.

**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.



*Source: National Center for Education Statistics, US Department of Education  
 Note: The University of Illinois at Urbana-Champaign is a public institution.  
 A lower number is a positive indicator.*

The three-year student loan default rate for the University of Illinois at Urbana-Champaign was 2.1 percent in 2012, 3.5 percent in 2011 and 3.4 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.*

According to the United States Bureau of Labor Statistics, the employment outlook for professionals in the field of bioengineering is strong with projected growth of 23 percent nationally through 2024 and 38 percent in Illinois through 2022. This growth is due, in part, to the need to address the healthcare needs of the country's aging population through technological advances in medicine and bioengineering that will provide better healthcare at a lower cost. In addition, because bioengineering is a multidisciplinary field, the actual job outlook spans multiple occupational classifications. For example, there are multiple job titles corresponding to the computational genomics field. The most relevant title is that of biostatistician. The job outlook for biostatisticians is excellent with a 17 percent projected increase in Illinois and a 34 percent increase nationally.

The proposed program is also grounded in faculty conversations with human resource and engineering managers in larger companies. These individuals hire baccalaureate-prepared engineers and desire to support these engineers in obtaining further technical knowledge coupled with necessary leadership and business skills. The proposed program is designed to meet these needs through specializations in bioengineering and preparation in product, team, and project management. The program provides a career path for individuals with electrical and mechanical engineering backgrounds to move into new areas of specialization (i.e., biomedical imaging, computational genomics, and general bioengineering) and to advance their capacities for leadership in industry.

### *The Illinois Public Agenda for College and Career Success*

The University indicates that the proposed Master of Engineering in Bioengineering supports Goals 3 and 4 of *The Illinois Public Agenda for College and Career Success*. Goal 3 is to "increase high quality credentials to meet economic demand." Goal 4 is to "better integrate Illinois' educational, research, and innovation assets to meet economic needs of the state and its regions." The proposed degree prepares students to be more competitive for entry-level management positions, re-train in a new area of specialty within the field of bioengineering, and obtain skills necessary to advance in their current career path. Graduates will enter the job market with more technical understanding and business acumen enabling them to secure positions in the bioengineering field with higher-level responsibilities. The MEng in Bioengineering integrates education, research, and innovation through three distinct mechanisms designed to

meet the economic needs of the state and its regions. First, leading Engineering faculty at the University of Illinois at Urbana-Champaign will deliver targeted course modules on topics directly related to their state-of-the-art research. Second, the Business faculty will teach fundamental concepts to help program graduates understand commercialization, intellectual property, and translation of engineering discoveries to marketed products and services. Third, the program incorporates a group project component in which teams of students will be presented with meaningful challenges from corporations and research hospitals. The student teams will be expected to find innovative solutions with guidance from faculty and industry mentors. Corporate and hospital partners engaged in this project include Mayo Clinic, Carle Hospital, and OSF Healthcare and University of Illinois Jump Trading Simulation and Education Center.

### **Comparable Programs in Illinois**

There are comparable master's-level programs in bioengineering in Illinois. Many of these programs offer both thesis and non-thesis options for degree completion. The demand for skilled professional in bioengineering is such that the program proposed by the University will help ensure the state has a sufficient number of qualified engineers to meet employment projections.

### **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 programs support the University's mission and focus. The proposed programs are consistent with the purpose, goals, objectives, and mission of the institution. The requested degree titles reflect the degree's 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 with a bachelor's degree in engineering or related fields will be considered for admission if they have a grade point average of at least 3.00 for the last two years of undergraduate study. Applicants without an engineering degree may be considered for admission if, through transcript analysis, they have completed coursework foundational to an engineering curriculum such as physics, chemistry, and advanced math courses including calculus, linear

algebra, and differential equations. In addition, individuals seeking to specialize in computational genomics will be required to have a background in basic statistics, computer programming, and molecular genetics. Applicants are also required to submit letters of recommendation, a resume, and a personal essay.

## Curriculum

The Master of Engineering in Bioengineering is a non-thesis, professional master's degree program. The program is designed to provide students with advanced technical knowledge as well as experiences in the application of technical knowledge in preparation for careers as practicing engineers in industry or government. A minimum of 32 hours is required. The program includes an eight-hour core of technical courses for concentrations in bioinstrumentation, computational genomics, or general bioengineering. In addition, students must complete business courses (eight hours), a weekly speaker series seminar (two hours), elective courses (eight hours), a professional development/team project (six credit hours), and co-curricular activities to enhance professional skills.

## Assessment of Student Learning

Assessment of learning is grounded in objectives outlining what students should know and be able to do. Graduates of this program should demonstrate: (1) Ability to apply knowledge of the business, sciences, and engineering principles related to one of three core concentrations and the means to employ these in advanced engineering practice; (2) Ability to design and implement engineering solutions, as well as evaluate the design and implementation of these solutions according to specific objectives; (3) Understanding of professional and ethical responsibility; (4) Knowledge of contemporary issues in the context of designing or implementing solutions to engineering problems and a thorough understanding of the impact of an engineering solution on global, economic, environmental, and societal contexts; and (5) Capacity to engage in lifelong learning.

Assessment of these learning objectives will occur on a course-by-course basis through class participation, quizzes, exams, and project work within courses. In lieu of a thesis, students will be required to complete a team project, which will meet the professional development requirement for the degree. The team project will allow students to gain an applied team-based consulting experience where they will use principles learned during coursework to solve an industry-related problem. Teams will have access to a project contact within a company for consultation. Each student team will provide a written report and a formal presentation that describes the nature of the problem, their derived milestone, alternative approaches considered, details on the implemented approach, and the design and analysis used with the proposed solution. Students will be evaluated on their report and presentation. Faculty will expect students to complete all course requirements with an overall GPA of 3.00.

## Program Assessment

The University has a clearly articulated assessment plan to determine the overall effectiveness of its programs and the degree to which students' learnings needs are being met. For the MEng in Bioengineering, faculty and administrators will follow a process used in all graduate-level engineering degree programs to review annually the assessment results of student learning outcomes. This annual review will also include data about student progress toward degree, degree completion, and job placement. The College of Engineering Office of Career Services will include graduates of the MEng in Bioengineering in its annual placement survey.

Program-level data from this survey are provided to each department and include information on student reports of the number of job interviews completed, number of job offers received, and starting salary ranges.

### **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.*

Facilities at the University are sufficient for implementing the proposed MEng in Bioengineering. Classroom space, computer resources, and library services are sufficient for the program's needs. The University Library has both printed material and relevant electronic journals within the field, including the following textbooks: *Bioinformatics Data Skills*; *Applied Statistics and Probability for Engineers*; and *Foundations of Biomedical Ultrasound*.

### **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 process 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.*

The University has adequate faculty, staff, and other instructional resources to launch and administer the proposed program. As enrollment grows, the Department of Bioengineering will employ one or more adjunct faculty members and enlist the involvement of industry guest lecturers. The MEng in Bioengineering will be self-supporting through a College- and University-developed model allocating graduate tuition dollars to support the costs of running the program.

### **Accreditation/Licensure**

The proposed program does not require specialized accreditation or licensure.

## **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 Master of Engineering in Bioengineering 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 23 Illinois Administrative Code, Ch. II, Section 1050.30, and the Illinois Board of Higher Education policies pertaining to assessment and accreditation or licensure.



## **Western Illinois University**

**Proposed Program Title in the Region of Authorization:** Bachelor of Science in Mechanical Engineering in the Western Region.

*Projected Enrollments and Degrees:* Western Illinois University projects the Bachelor of Science in Mechanical Engineering will increase from approximately six students in the first year to 20 students in the fifth year. The University projects 16 degrees will be awarded in the fifth year.

### **Background**

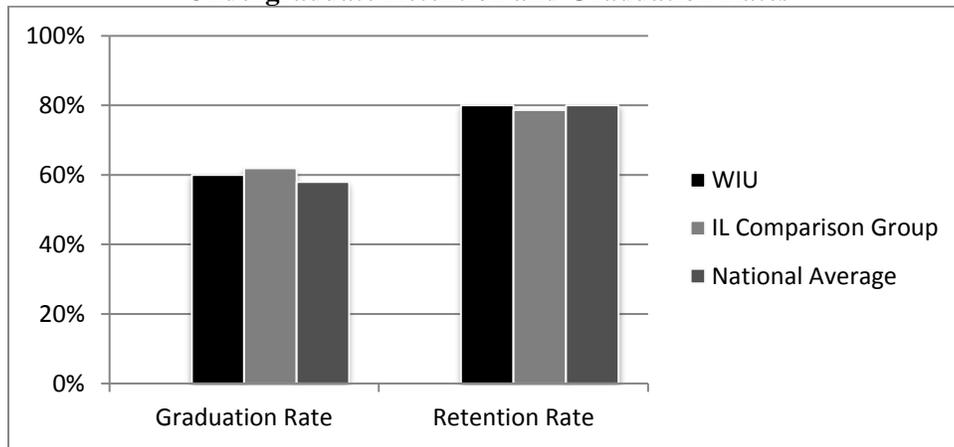
Western Illinois University (WIU or the University) requests authority to offer a Bachelor of Science in Mechanical Engineering in the Western Region. In response to student demand and professional trends, Western's existing Engineering curriculum already had a significant mechanical engineering focus, and formed the basis of the proposed Mechanical Engineering degree program. The proposed program will be administered by the School of Engineering within the College of Business and Technology at the University. The target demographics include students, prospective students, and professionals in the Quad Cities region who wish to enter the workforce as mechanical engineers, as well as professionals currently working as mechanical engineers who wish to augment their professional development by earning a bachelor's degree in the field.

### **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, US Department of Education*  
*Note: Western Illinois University is in the four-year, selective Illinois comparison group. Higher percentages are positive indicators.*

#### Undergraduate Graduation Rate

WIU’s 2013-2014 graduation rate was 54 percent. The national 2013 average graduation rate for public four-year institutions was 58 percent and the average among comparable Illinois institutions was 61.9 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 System for Education Statistics (NCES).

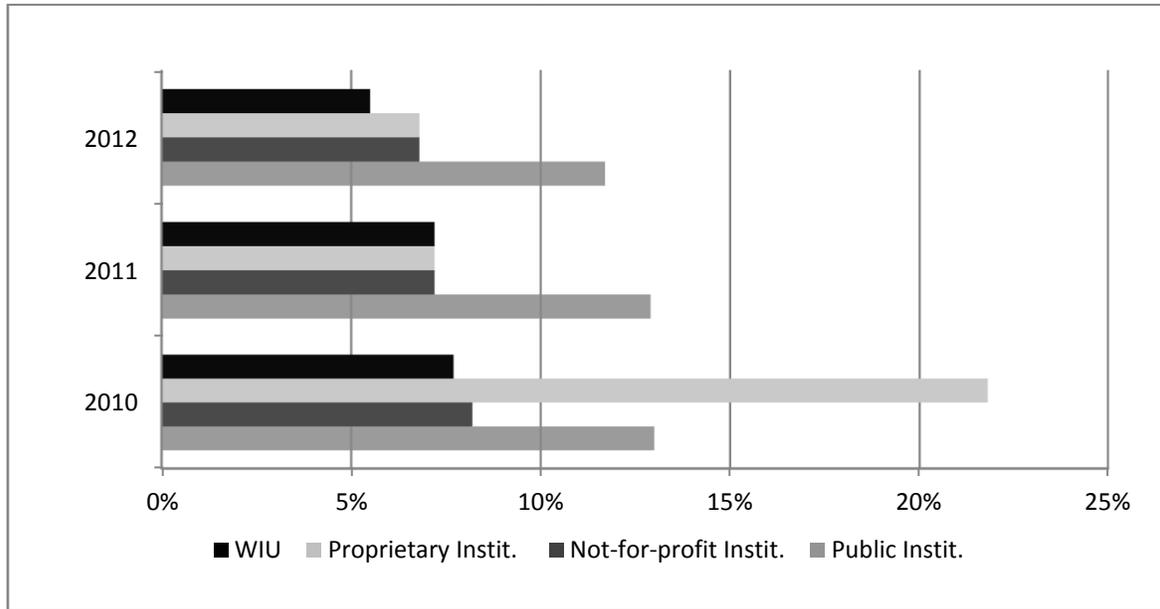
#### Undergraduate Retention Rate

WIU’s 2013-2014 retention rate was 72 percent. The national average retention rate for public four-year institutions in 2013 was 81 percent and the average for comparable Illinois institutions was 78.7 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

WIU’s 2013-2014 completions per 100 full-time equivalent (FTE) rate was 24. The average among comparable Illinois institutions was 24.6. 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, US Department of Education

Note: Western Illinois University is a public institution.

A lower number is a positive indicator.

The three-year student loan default rate for WIU was 5.5 percent in 2012, 7.2 percent in 2011 and 7.7 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.

Demand in the Quad Cities region (50-mile radius) for engineering is very high, with approximately 10,000 engineers and more than 1,000 engineering and manufacturing companies. The field of mechanical, manufacturing, or industrial engineering is the primary discipline in high demand. The demand for engineering graduates will increase on average by 12 percent per year through 2022 (Architecture and Engineering Occupations, Bureau of Labor Statistics, Occupational Outlook Handbook, 2012). Employment analysts expect the market for engineering graduates will not continue to expand.

## *The Illinois Public Agenda for College and Career Success*

The proposed program will directly address Goals 1 and 2 of The Illinois Public Agenda for College and Career Success. Goal 1 of the Public Agenda is to “increase educational attainment to match the best-performing states.” The proposed BS in Mechanical Engineering degree program is a direct avenue for Western Illinois University to establish itself as a leader in engineering education. Through this program, WIU will provide much-needed, well-trained mechanical engineers to the Quad Cities region and beyond, broaden the advanced training available to its students, and provide direct support for regional economic and community development. The School of Engineering is actively engaged with progressive companies and organizations in the region to bring about a transformation in manufacturing and engineering and restore competitiveness to regional companies. These organizations include the Digital Manufacturing Design Innovation Institute (DMDII) in Chicago, working with GE on Intelligent Machines; the Quad Cities Manufacturing Innovation Hub (a Quad Cities Chamber Initiative and designated hub for DMDII), looking to help regional companies get “digital ready”; and America Makes through its Quad Cities Manufacturing Lab, advancing the state of the art in Additive Manufacturing (3D printing with metals) and other advanced manufacturing methods.

Goal 2 of the *Public Agenda* is to *ensure college affordability for students, families, and taxpayers*. The proposed degree program in Mechanical Engineering addresses the issue of college affordability in at least two interrelated ways. First, because all courses are currently offered and no new courses are proposed, the program is expected to be relatively a low cost program compared to the similar programs at various other universities. Second, WIU’s four-year tuition, fees, and room and board cost guarantee allows new students to lock in the rates for four consecutive years, thus making the degree programs at Western Illinois University sufficiently affordable compared to our peer institutions in the State of Illinois.

### **Comparable Programs in Illinois**

Four public institutions (Northern Illinois University, Southern Illinois University, University of Illinois at Chicago, and University of Illinois at Urbana-Champaign) and three private institutions (Illinois Institute of Technology, Bradley University and Northwestern University) in Illinois offer bachelor’s degrees in Mechanical Engineering. However, Western Illinois University’s Quad Cities campus is uniquely positioned to serve the Quad Cities region. Offering a Mechanical Engineering degree program at WIU’s Quad Cities campus will provide an educational opportunity to place bound students who cannot afford to pursue higher education elsewhere for family, financial, or professional reasons.

### **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 Bachelor of Science in Mechanical Engineering supports the mission of the University. The goals and objectives of each proposed program are consistent with the University’s mission and priorities.

### **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

The School of Engineering does not impose separate admission standards beyond those required for admission to WIU. The admission requirements state that student applications are evaluated based on the following criteria: college preparatory curricula/academic coursework, grade trends and the rigor of courses completed throughout high school. Applicants must provide written evidence of their ability to perform at a high academic level by submitting a personal and academic statement. Admission for transfer students is the same for all transfer students to the University.

#### Curriculum

The proposed 120 semester hour BS in Mechanical Engineering was developed from the existing Bachelor of Science in Engineering. The existing program has a strong emphasis in mechanical engineering and has allowed for the development of a standalone program utilizing existing courses and program faculty. The program requires 48 semester hours of core mechanical engineering coursework. Program students are required to complete an internship with industry and most often complete a senior design project with industry in the region. An internship and a senior design class will integrate industry-focused projects and off-campus work experiences. Candidates for the BS in Mechanical Engineering degree must pass the National Council of Examiners for Engineering and Surveying Fundamentals of Engineering Exam as a graduation requirement.

#### Assessment of Student Learning Outcomes

Western Illinois University's Bachelor of Science in Mechanical Engineering degree program is aligned with the learning outcomes outlined by the Accreditation Board for Engineering and Technology (ABET). Every course offered by the School of Engineering supports at least one of the student learning objectives and may be used as a measure of assessment for it. Indicator courses used for assessment have been selected from the core and upper-division courses. A student must successfully complete each course in his/her degree program by earning a grade of C or better. This includes core courses, emphasis courses, directed elective courses, directed mathematics courses, and directed science courses. A student's grade for each course will be assigned by the faculty member who teaches the course; grades will be determined by a student's performance on homework assignments, quizzes, exams, projects, or other criteria deemed appropriate to the course.

## Program Assessment

WIU requires that each year, every academic program submits a Report of Assessment of Student Learning to the Provost's Office for review. WIU utilizes a four-step assessment model, which includes articulating the program's student learning outcomes, direct and indirect measures, assessment results, and a discussion of the impact on the improvement of student learning. In addition to the annual review, and consistent with IBHE requirements, the University will submit a progress report on the proposed programs at the end of the third year of operation. The report will summarize key areas of accomplishments, the challenges faced by the program and the measures utilized to address these challenges. Also, the program director and faculty will participate in the University's eight-year program review process to assess the program using multiple measures including student evaluation of faculty teaching; the level of faculty research, scholarship and public service, awards and honors; retention and graduation rate of students in the program; and the level of alumni and employer satisfaction with the program. A summary of the program review including the program's strengths and weaknesses as well as steps taken to improve the program, will be submitted by the University to the IBHE with summaries of other programs on the same cycle.

### **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 proposed BS in Mechanical Engineering is built upon existing courses and resources. This program will share existing facilities and equipment with the current BS in Engineering.

### **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 policies in place to ensure that faculty and staff hired have the training, credentials, and other related professional qualifications to provide quality instructions to students. Current faculty and staff are sufficient to support the proposed program. Faculty in the program are evaluated using standard university procedures.

### **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 programs. No additional equipment is necessary at this time. The University plans that any future equipment purchases that emerge will be made with donations from industry partners, which is currently the process in the School of Engineering operations. No additional library resources will be necessary.

### **Accreditation/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.*

Western Illinois University will seek approval for the proposed program from the Engineering Accreditation Commission of ABET. Western Illinois University's BS in Mechanical Engineering degree program will also comply with the mandated program criteria set forth by the American Society of Mechanical Engineers.

### **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 programs, including description of the admission policies, university policies, tuition, fees, curriculum are provided in the proposals and will be published on the University's website. Comparable information about the programs will also be available from the webpage of the academic units administering the programs.

### **Staff Conclusion**

The staff concludes that the Bachelor of Science in Mechanical Engineering proposed by Western Illinois University 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.

