

APPROVED
SEPTEMBER 19, 2017

Item # VI-3
September 19, 2017

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

Submitted for: Action.

Summary: This item requests approval of six degree programs and two centers at five public universities.

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

Chicago State University

- Master of Business Administration in the Chicago Region

Eastern Illinois University

- Bachelor of Science in Construction Management in the Prairie Region
- Bachelor of Science in Digital Media in the Prairie Region
- Bachelor of Science in Engineering Technology in the Prairie Region

Southern Illinois University Edwardsville

- Center for STEM Research, Education and Outreach in the Southwestern Region
- Master of Science in Criminal Justice Policy in the Southwestern Region

University of Illinois at Chicago

- Bachelor of Arts in Design in the Chicago Region

University of Illinois at Urbana-Champaign

- Cline Center for Advanced Social Research in the Prairie Region

STATE OF ILLINOIS
BOARD OF HIGHER EDUCATION

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

By statute, the Illinois Board of Higher Education (IBHE) 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

Chicago State University

- Master of Business Administration

Chicago State University requests authorization to offer a Master of Business Administration (MBA) in the Chicago region. The MBA is a 36 credit hour graduate program designed to provide the professional skills necessary for business managers. The program is formulated for adult professionals who seek to build upon their work experience and further their personal and professional career objectives through the acquisition of knowledge and skills in the area of business management. 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.

Eastern Illinois University

- Bachelor of Science in Construction Management

Eastern Illinois University (EIU) requests authorization to offer a Bachelor of Science in Construction Management in the Prairie Region. The Bachelor of Science in Construction Management program is one of three new degree programs (along with Digital Media and Engineering Technology) being created to replace the Applied Engineering and Technology (AET) program which had each of these areas as informal focus areas but not concentrations. Construction courses have been offered as a focus area of the AET Program at EIU for many years. The program was designed with the intent to pursue accreditation by the Accreditation Council for Construction

Education. The program will prepare students to meet the challenges to become competent superintendents and project managers in the residential, commercial, and industrial fields. The program requires 120-121 semester hours, including 69 semester hours of core courses, and 33 general education courses. The program will be administered by the School of Technology. There are policies in place to ensure faculty members possess the training, credentials, and qualifications to provide instruction in the proposed program. The University has sufficient library, technology, staff, and financial resources in place to support the program.

- Bachelor of Science in Digital Media

Eastern Illinois University requests authorization to offer a Bachelor of Science in Digital Media. The 120 hour program will be housed in the School of Technology within the Lumpkin College of Business and Applied Sciences. To meet the needs of students and professionals, the Applied Engineering and Technology program has added a variety of courses related to Digital Media in recent years which will support this new degree program. In addition, courses offered by the School of Business, Department of Communication Studies, and the Art Department will also support this new Digital Media degree program. The program will enable students to become professionals in applications of digital media by engaging them in web development; game development; digital media production and planning; and photo, video, and music technology. There are policies in place to ensure faculty members possess the training, credentials, and qualifications to provide instruction in the proposed program. The University has sufficient library, technology, staff, and financial resources in place to support the proposed program.

- Bachelor of Science in Engineering Technology

Eastern Illinois University requests authorization to offer a Bachelor of Science in Engineering Technology in the Prairie Region. The Bachelor of Science in Engineering Technology program is one of three new degree programs (along with Digital Media and Construction Management) being created to replace the Applied Engineering and Technology program which had each of these areas as informal focus areas but not concentrations. The Engineering Technology program accreditation will transition from the AET program's current accrediting body, the Association for Technology, Management, and Applied Engineering, to the more recognized and prestigious Engineering Technology Accreditation Commission of the Accreditation Board for Engineering and Technology. The Bachelor of Science in Engineering Technology emphasizes the study of industrial, production, and mechanical engineering technology principles to prepare graduates for engineering technology positions in industrial and laboratory settings. The program requires 124-125 semester hours, including 69 semester hours of core courses and 33 general education courses. There are policies in place to ensure that faculty members possess the training, credentials, and qualifications to provide instruction in the proposed program. The University has sufficient library, technology, staff, and financial resources in place to support the program.

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

Southern Illinois University Edwardsville

- Center for STEM Research, Education, and Outreach

Southern Illinois University Edwardsville (SIUE) requests approval to permanently establish a Center for STEM Research, Education, and Outreach Center in the Southwestern region. The Center is a University-wide initiative to develop, strengthen, and promote STEM (Science,

Technology, Engineering, and Mathematics) research, education, and outreach at SIUE and in the region. It is a collaborative enterprise among several SIUE academic units including the College of Arts and Sciences; the Schools of Education, Health, and Human Behavior; and the School of Engineering with regional higher education organizations, local community colleges and school districts, regional offices of education, governmental agencies, businesses, and the community at large. No new state or University funds are requested in this proposal.

- Master of Science in Criminal Justice Policy

SIUE requests authority to offer a Master of Science in Criminal Justice Policy program in the Southwestern region. The Master of Science in Criminal Justice Policy is a 36 hour online program designed to be completed in two years over the course of five consecutive semesters. A strong foundation in theory and methods will be combined with courses related to new challenges for the criminal justice professional, such as cybercrime, human trafficking, and geospatial criminal justice initiatives. Program graduates will find career opportunities in private and public local, state, and federal agencies serving the criminal justice community. 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 Chicago

- Bachelor of Arts in Design in the Chicago Region

The University of Illinois at Chicago (UIC) requests authorization to offer a Bachelor of Arts in Design in the Chicago region. The proposed BA is 120 semester hours in total. The program is intended to address demand from community college and transfer students who have decided to pursue a bachelor's degree in design only after completing multiple semesters of higher education. It is also designed for UIC intercollegiate transfer students whose exposure to design only occurs during their early college career. The program will prepare students for entry level design employment or enable them to gain acceptance to a graduate program in design. There are policies in place to ensure faculty members possess the training, credentials, and qualifications to provide instruction in the proposed program. The University has sufficient library, technology, staff, and financial resources in place to support the proposed program.

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

University of Illinois at Urbana-Champaign

- The Cline Center for Advanced Social Research

The University of Illinois at Urbana-Champaign requests approval to establish The Cline Center for Advanced Social Research (The Cline Center) in the Prairie region. The Cline Center aims to be the pre-eminent research center for extreme-scale analysis of news texts and for using text analytics methods to study human conflict processes. It will equip and empower social scientists, humanists, and data scientists to take up key challenges that threaten human flourishing in the 21st century – climate change, civil unrest, sustainability, inequality, security, and public health – by applying advanced computational techniques at extreme scales to discover innovative solutions hidden in unstructured data. Extreme-scale unstructured data resources, like the 500

million Tweets produced daily or the millions of news articles published in the *New York Times* between 1945 and today, offer significant opportunities to better understand important societal needs such as effective environmental decision making, managing food production resources and policies, studying the effects of climate change on societal instability, and improving diagnosis and treatment of illness. Part of the College of Liberal Arts and Sciences, the Center was originally established on temporary status as the Center for the Study of Democratic Governance and later renamed the Cline Center for Democracy. Subsequently, the Cline Center's research has expanded and the funding sources have diversified such that permanent status as The Cline Center for Advanced Social Research is now sought.

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

The staff recommends adoption of the following resolutions:

The Illinois Board of Higher Education hereby grants to Chicago State University authorization to grant the Master of Business Administration 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 Eastern Illinois University authorization to grant the Bachelor of Science in Construction Management, the Bachelor of Science in Digital Media, and the Bachelor of Science in Engineering Technology in the Prairie 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 Southern Illinois University Edwardsville authorization to establish the Center for STEM Research, Education and Outreach and to Grant the Master of Science in Criminal Justice Policy in the Southwestern Region subject to the institution's implementation and maintenance of the conditions that were presented in its applications and that form the basis upon which this authorization is granted.

The Illinois Board of Higher Education hereby grants to University of Illinois at Chicago authorization to grant the Bachelor of Arts in Design 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 University of Illinois at Urbana-Champaign authorization to establish The Cline Center for Advanced Social Research 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.

Chicago State University

Proposed Program Title in the Region of Authorization: Master of Business Administration in the Chicago Region

Projected Enrollments and Degrees: Chicago State University projects the program will increase from approximately 40 students in the first year to 275 students annually in the fifth year. The University projects 89 degrees will be awarded in the fifth year.

Background

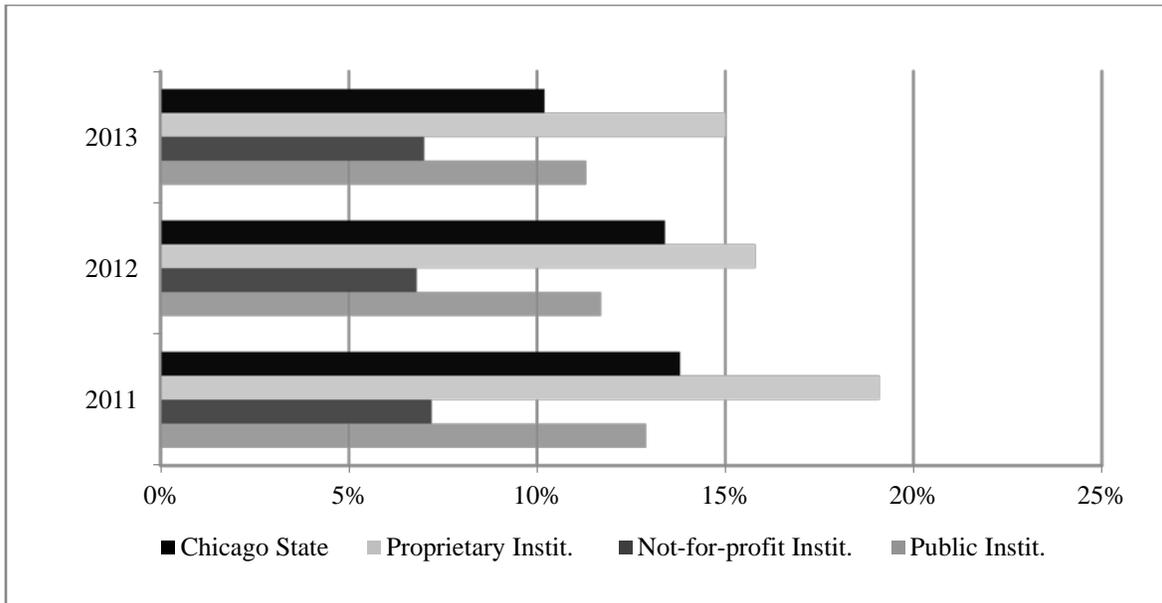
Chicago State University (CSU or the University) requests authority to offer a Master of Business Administration in the Chicago region. The Master of Business Administration (MBA) is a 36 credit hour graduate program designed to support working professionals seeking a strong graduate business education with the convenience of a south side Chicago location. The proposed program will leverage existing University resources by offering interdisciplinary concentrations in Educational Management and Administration, Healthcare Management and Administration, and Pharmaceutical Management and Administration. Graduates will gain the interpersonal, strategic, and business knowledge necessary to successfully lead and orchestrate change as business managers through effective decision-making and by developing enhanced analytical, communication, and technological skills.

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, U.S. Department of Education

Note: Chicago State University is a public institution.

A lower number is a positive indicator.

The three-year student loan default rate for CSU was 10.2 percent in 2013, 13.4 percent in 2012, and 13.8 percent in 2011. 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 Program or William D. Ford Federal Direct Loan Program loans during a particular federal fiscal year, October 1 to September 30, and default or meet other specified conditions prior to the end of the second following fiscal year. The U.S. Department of Education stated that the Fiscal Year 2013 three-year national cohort default rate was 11.3 percent. The Fiscal Year 2013 three-year national cohort average default rate breakdown by institutional sector is: 11.3 percent for public institutions; 7.0 percent for private non-profit institutions; and 15 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.

CSU and its College of Business serve a historically underserved population. This proposed MBA program is a manifestation of the institution's commitment to this community. The College of Business seeks to provide its constituency the opportunity to garner an advanced degree in the heart of the historic south side of Chicago. CSU serves a student population that has an overriding desire to learn and advance, but that is challenged socioeconomically. In fall 2014, 66 percent of undergraduates received Pell Grants and 57 percent of undergraduates live at or below the poverty line. This proposed MBA program will help to advance students' and returning adults' career opportunities in the region and address the critical need for well-trained business managers for local businesses.

The Illinois Public Agenda for College and Career Success

The University indicates that the proposed Master of Business Administration supports Goals 1, and 2 of the *Illinois Public Agenda for College and Career Success*. Goal 1 is to *increase educational attainment to match best-performing States*. Chicago State University serves predominantly African-American, Latino/a, and other ethnic minorities. The University also serves veterans, low-income, disabled, and predominantly female populations. The MBA program supports Goal 1 by increasing access and opportunity for traditionally underserved students from the south side of Chicago to earn an MBA and advance professionally as a result. The MBA program also addresses Goal 2 to *ensure college affordability for students, families, and taxpayers*. Geographic convenience and cost are the two often-provided reasons for making Chicago State University their school of choice. Of all the public universities, CSU ranks as one of the most affordable for students and families.

Comparable Programs in Illinois

Each of the other public universities in Illinois has an MBA program. When geography, program specialization, and cost are taken into account, the programs that intersect most with the proposed MBA program at CSU are at Governors State University, Roosevelt University, and the University of Illinois at Chicago. CSU's proposed MBA is differentiated from these by its interdisciplinary options in Educational Management and Administration, Healthcare Management and Administration, and Pharmaceutical Management and Administration. CSU is able to offer these concentrations in a cost-efficient manner by leveraging existing graduate programs at the University. Moreover, none of the MBA programs in the region offer concentrations in Educational Management and Administration.

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'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 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 for admission must have attained a bachelor's degree from an accredited college or university. The following are also considered when making admissions decisions: official transcripts, GMAT or GRE scores, personal statement, two letters of recommendation, professional resume, and a personal interview with the Admissions Committee.

Curriculum

The Master of Business Administration is a 36 credit hour graduate program designed to provide the professional skills necessary for business managers. The program is formulated for adult professionals who seek to build upon their work experience and further their personal and professional career objectives through the acquisition of knowledge and skills in the area of business management. The program is comprised of 36 semester hours (12 courses), with an additional requirement of four courses (12 semester hours) of prerequisites for students who have not completed an undergraduate degree in business. Students in the program may elect to focus their studies in one of three interdisciplinary options: Educational Management and Administration, Healthcare Management and Administration, or Pharmaceutical Management and Administration.

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 exams, the ETS® Major Field Test, and assignments demonstrating students' writing, presentation, and leadership and teamwork skills. All students must also complete a capstone project. Indirect assessments include: formal student evaluations of faculty and courses, comprehensive exams, exit interview surveys, assessment reports, and alumni and employer 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 Business currently uses an assessment process that functions as a performance feedback loop, which fosters an environment of continual improvement. The University will follow these existing protocols for continuous improvement.

Facilities (space, equipment, instructional materials)

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

Facilities at the University are sufficient for implementing the proposed Master of Business Administration. Classroom space, computer resources, and library services are sufficient for the program's needs.

The Chicago State University library has 600 journal subscriptions and open access to over 35,000 e-journals. 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 library also subscribes to over 100 databases, including business-specific databases such as Business Source Elite, Datamonitor Company Profiles, Lexis-Nexis Academic Universe, and Regional Business News, as well as the Gale Virtual Reference Library, which provides access to titles such as *The International Director of Company Histories*. The University library maintains memberships in local, regional and national consortia including, but not limited to, the Consortium of Academic and Research Libraries in Illinois to facilitate resource sharing. Faculty librarians provide general and discipline-specific information literacy and research instruction to classes.

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. 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.

Accreditation/Licensure

CSU's College of Business is accredited by the Accreditation Council for Business Schools and Programs (ACBSP) and plans to seek accreditation for the MBA program. ACBSP requires that an MBA program operate for a minimum of 18 months before application can be made for accreditation. The College plans to make application at that time, even though specialized accreditation is not required.

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 CSU's website.

Staff Conclusion

The staff concludes that the Master of Business Administration by the Chicago State 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.

Eastern Illinois University

Proposed Program Title in the Region of Authorization: Bachelor of Science in Construction Management in the Prairie Region

Projected Enrollments and Degrees: Eastern Illinois University has projected enrollment will grow from 20 students in the first year to 100 students in the fifth year. The University projects 25 degrees will be awarded in the fifth year.

Background

Eastern Illinois University (EIU or the University) requests authorization to offer a Bachelor of Science in Construction Management. The Bachelor of Science in Construction Management program is one of three new degree programs (along with Digital Media and Engineering Technology) being created to replace the Applied Engineering and Technology (AET) program which had each of these areas as informal focus areas but not concentrations. Construction courses have been offered as a focus area of the AET Program at Eastern Illinois University for many years. The AET program was developed from the Industrial Arts program in the past and has now evolved. The commercial construction industry as a whole no longer recognizes the Association of Technology Management and Applied Engineering (ATMAE) accreditation as a good measure for evaluating the quality of a construction program. Therefore, the program was designed with the intent to pursue accreditation by the Accreditation Council for Construction Education (ACCE).

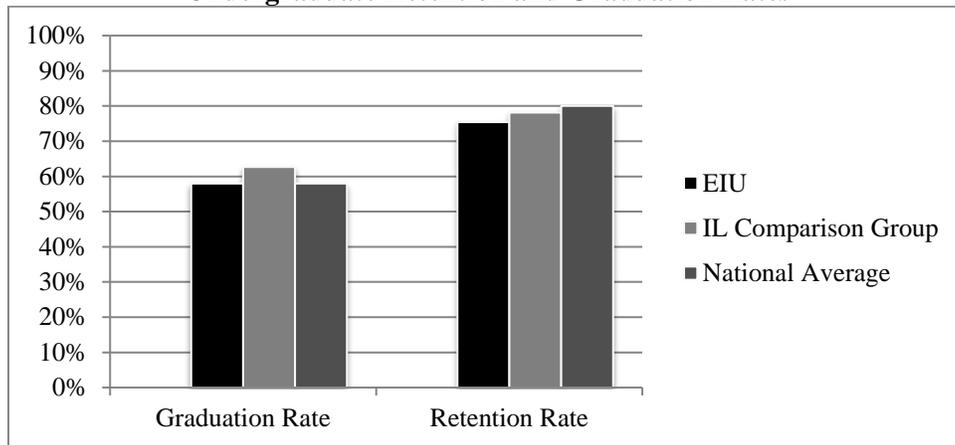
The program will prepare students to meet the challenges to become competent superintendents and project managers in the residential, commercial, and industrial fields. The Construction Management major will be delivered in a face-to-face format.

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, U.S. 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 2014-2015 graduation rate was 58 percent. The national 2014-2015 average graduation rate for public four-year institutions was 59 percent and the average among comparable Illinois institutions was 62.7 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).

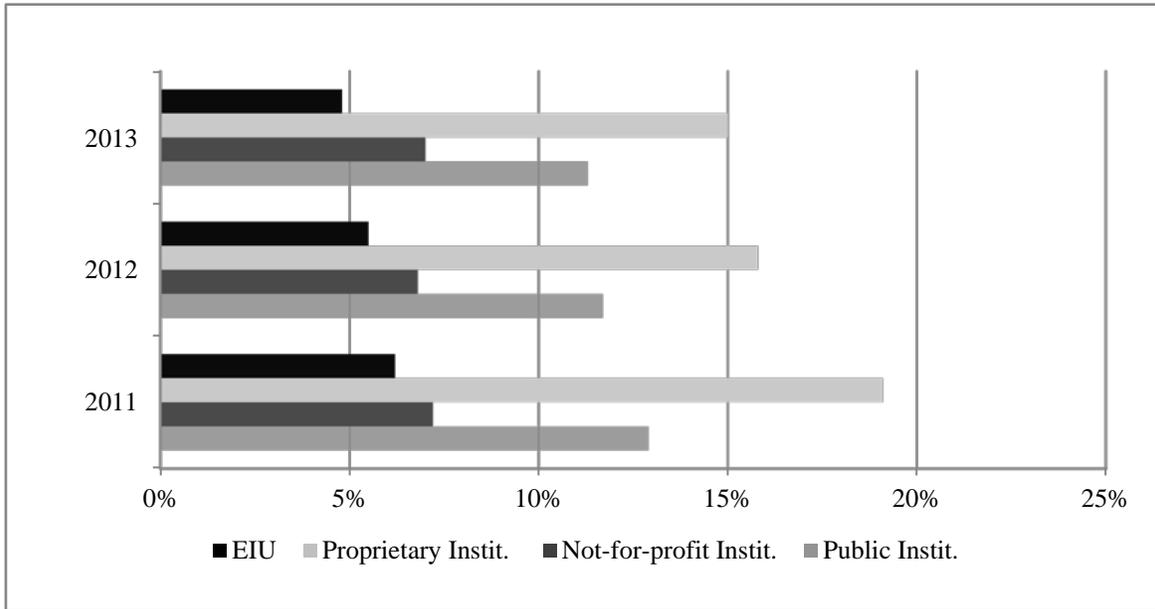
Undergraduate Retention Rate

EIU's 2014-2015 retention rate was 75 percent. The national average retention rate for public four-year institutions in 2014-2015 was 81 percent and the average for comparable Illinois institutions was 78.1 percent. Retention rates examine the percentage of first-time degree seeking students enrolled in the fall of the prior year that are still enrolled in the fall of the current year. The national standard for retention rates is reported annually by NCES.

Undergraduate Completions per 100 FTE

EIU's 2014-2015 completions per 100 full-time equivalent (FTE) rate was 27. 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, U.S. Department of Education

Note: Eastern 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 EIU was 4.8 percent in 2013, 5.5 percent in 2012, and 6.2 percent in 2011. The three-year cohort student loan default rate is the percentage of a school's borrowers, both undergraduate and graduate, who enter repayment on Federal Family Education Loan Program or William D. Ford Federal Direct Loan. Program loans during a particular federal fiscal year, October 1 to September 30, and default or meet other specified conditions prior to the end of the second following fiscal year. The U.S. Department of Education stated that the Fiscal Year 2012 three-year national cohort default rate was 11.3 percent. The Fiscal Year 2013 three-year national cohort average default rate breakdown by institutional sector is: 11.3 percent for public institutions; 7.0 percent for not-for-profit institutions; and 15.0 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.

The Bachelor of Science in Construction Management is designed prepare students to meet the challenges to become competent superintendents and project managers in the residential, commercial, and industrial fields. According to the Bureau of Labor Statistics, the employment opportunities for nearly all professional employment sectors within the Construction Management field are expected to significantly increase over the next decade. At the state and national levels, projected growth for combined fields in Construction Management-related fields is expected to increase by over 5.8 percent and 7.7 percent, respectively, during the next decade, which is faster than the average for all occupations.

There is significant and growing demand for professionals with a construction management background and not enough supply of graduates to meet this demand. Over the last two years, EIU has seen a 100 percent job placement rate of graduates with the construction focus area in AET and average starting salaries have increased significantly each year due to the increased market demand. This program will help the State of Illinois to meet the increasing demand for trained professionals in this field.

The Illinois Public Agenda for College and Career Success

The Bachelor of Science in Construction Management will address Goals 1, 2, and 3. Goal 1 is to *increase educational attainment to match best-performing states*. Since EIU is located in a rural part of Illinois, the proposed Construction Management program will increase the educational attainment and opportunities of the citizens of Central and Southern Illinois. The program will expand the localized capacity of higher education learning within this sector of the local economy. In addition, the program will be coordinated with regional counties offering vocational education and area community colleges to assist the State of Illinois in increasing its educational attainment to match best-performing states.

Goal 2 is to *ensure college affordability for students, families, and taxpayers*. The tuition at EIU is relatively low compared to other universities in the state. In addition, the proposed program will increase enrollment at EIU and will enable the university to operate more efficiently as the capital and maintenance expenses will be spread over a larger student base.

Goal 3 is to *increase the number of high-quality postsecondary credentials to meet the demands of the economy and an increasingly global society*. One of the major outcomes for this proposed program is that it will enable the attainment of a more recognized accreditation in the construction field than what is currently available at EIU. This will help to provide a more concentrated learning experience in this growing field and strengthen the academic level of the citizens of Southern and Central Illinois in this field. The construction industry is growing, and companies are demanding better educated individuals to compete for jobs within our State. This program aligns well with these objectives.

Comparable Programs in Illinois

According to the IBHE program inventory, three other Illinois higher education institutions offer a bachelor's degree in Construction Management: Illinois State University, Western Illinois University, and Lewis University. Lewis University offers a degree in Business Management. EIU's program is distinct from the programs at Western Illinois University and Illinois State University because of its focus on using information management systems and computerized modeling to add value to the construction management program. EIU also intends to seek accreditation by the American Council for Construction Education, which is the most widely recognized accrediting body for construction management programs. This should make graduates of the program more competitive in the job market. EIU also intends to create articulation agreements with the community colleges in the region to enhance opportunities for students to more easily pursue a baccalaureate degree in construction management. These community colleges do not have an area institution to which to send their students to complete a four-year degree.

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 Construction Management is in alignment with the overall mission of the University and 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

The proposed Bachelor of Science in Construction Management program will follow EIU's undergraduate admission policy and procedures. There are no special admission requirements for the proposed program.

Curriculum

The Bachelor of Science in Construction Management program prepares students to meet the challenges to become competent construction project managers in the residential, commercial, and industrial arenas. The Construction Management major will be delivered in a face-to-face format. The program will engage students in numerous fields of study including building information modeling, estimating, business and financial management, site surveying, site planning, sustainability and sustainable construction, mechanical and electrical design, risk management, contracts, building methods and dispute resolution, construction planning and sequencing, and bid/construction document preparation. The program requires 120-121 semester hours, including 69 semester hours of core courses, and 33 general education courses. The Construction Management major will be delivered in a face-to-face format.

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 assessments of each program learning outcome will take place throughout a student's progression in the Bachelor of Science in Construction Management program. Each faculty member in charge of the instructional activities for the Construction Management program will conduct in-course assessments each semester. The

coordinator of the program will collect the assessment data from faculty conducting the assessment 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 analysis on the assessment data, and compile the qualitative assessment information such as comments or feedback.

Program Assessment

The University has an established assessment plan to determine the overall effectiveness of its programs and the degree to ensure students' needs are being met. A program assessment committee will consist of faculty in charge of the instructional activities of the Construction Management program. The program assessment committee will review the data and analyze results provided by the program coordinator at least once each semester. The review typically will 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, to improve student learning, and to better prepare them for a productive career as professionals in the area of Construction Management. Each year, changes made due to an assessment will be evaluated for their effectiveness and to determine if the given changes resulted in the desired improvement in students' achievement of program outcomes.

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 space and library holdings at EIU are sufficient to support the proposed program for both online and onsite coursework. 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 and staff will support the proposed program. The University has identified institutional policies that ensure that 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 are required to establish the proposed program. The University has adequate faculty, staff, and other instructional resources to administer the Bachelor of Science in Construction Management.

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 Construction Management program will seek accreditation from ACCE.

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 EIU's Bachelor of Science in Construction Management, 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 Construction Management 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: Bachelor of Science in Digital Media in the Prairie Region.

Projected Enrollments and Degrees: Eastern Illinois University has projected enrollment will grow from 15 students in the first year to 80 students in the fifth year. The University projects 15 degrees will be awarded in the fifth year.

Background

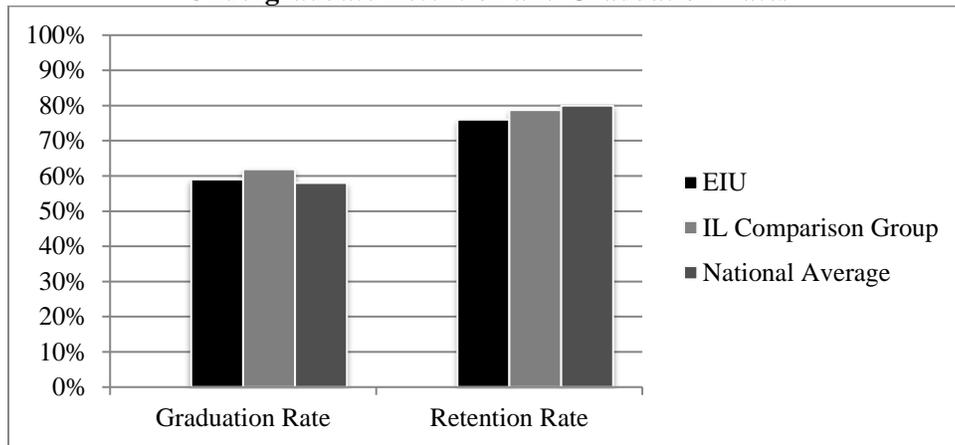
Eastern Illinois University requests authorization to offer a Bachelor of Science in Digital Media in the Prairie Region. The 120 hour program will be housed in the School of Technology within the Lumpkin College of Business and Applied Sciences. The Applied Engineering and Technology Program in the School of Technology has offered a Digital Media Focus area for the past ten years. To meet the needs of students and professionals, the AET program has added a variety of courses related to Digital Media in recent years which will support this new degree program. In addition, courses offered by the School of Business, Department of Communication Studies, and the Art Department will also support this new Digital Media degree program. The program will enable students to become professionals in applications of digital media by engaging them in web development; game development; digital media production and planning; and photo, video, and music 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, U.S. 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 2014-2015 graduation rate was 58 percent. The national 2014-2015 average graduation rate for public four-year institutions was 59 percent and the average among comparable Illinois institutions was 62.7 percent. The graduation rate measures the rate at which entering freshmen graduate within 150 percent of normal program length. Data are provided for six-year graduation rates for first-time, full-time bachelor's degree-seeking students and three-year graduation rates for full-time associate degree-seeking students. The national standard for graduation rates is reported annually by NCES.

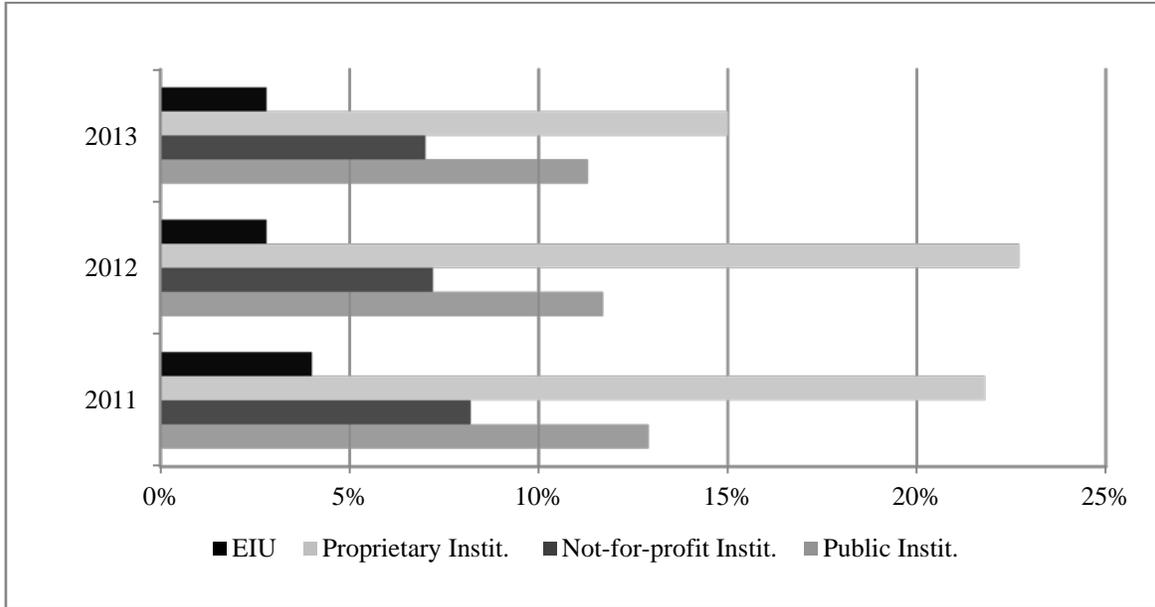
Undergraduate Retention Rate

EIU's 2014-2015 retention rate was 75 percent. The national average retention rate for public four-year institutions in 2014-2015 was 81 percent and the average for comparable Illinois institutions was 78.1 percent. Retention rates examine the percentage of first-time degree seeking students enrolled in the fall of the prior year that are still enrolled in the fall of the current year. The national standard for retention rates is reported annually by NCES.

Undergraduate Completions per 100 FTE

EIU's 2014-2015 completions per 100 FTE rate was 27. 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, U.S. Department of Education

Note: Eastern 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 Eastern Illinois University was 4.8 percent in 2013, 5.5 percent in 2012, and 6.2 percent in 2011. The three-year cohort student loan default rate is the percentage of a school's borrowers, both undergraduate and graduate, who enter repayment on Federal Family Education Loan Program or William D. Ford Federal Direct Loan. Program loans during a particular federal fiscal year, October 1 to September 30, and default or meet other specified conditions prior to the end of the second following fiscal year. The U.S. Department of Education stated that the Fiscal Year 2012 three-year national cohort default rate was 11.3 percent. The Fiscal Year 2013 three-year national cohort average default rate breakdown by institutional sector is: 11.3 percent for public institutions, 7.0 percent for not-for-profit institutions, and 15.0 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.

The undergraduate program in Digital Media will prepare students to become technical professionals for applications of digital media technologies. Graduates may find employment opportunities in a marketing or design department of any organization, as a technical professional dealing with media and equipment, or as professionals engaged in other media applications. At the time this program proposal was being developed, there were over 200 openings for positions such as web developer, video producer, digital marketing specialists, and multimedia specialists within 100 miles of the University.

According to the United States Bureau of Labor Statistics (BLS), employment opportunities for many of the digital media-related careers are expected to increase over the next decade. On average at the national level, projected growth for the combined sub-fields in digital media is projected at over 14 percent from 2014 to 2024. The Illinois Department of Employment Security (IDES) projects an even higher 16 percent growth rate in this area for the same time period. There is significant and growing demand for professionals with a digital media background and an insufficient supply of graduates to meet this demand. Several area employers have also contacted EIU within the past five years inquiring about applicants for openings this degree is intended to fulfill.

The Illinois Public Agenda for College and Career Success

The Bachelor of Science in Digital Media will address Goal 3 of *The Illinois Public Agenda for College and Career Success*; Goal 3 is to *increase the number of high-quality postsecondary credentials to meet the demands of the economy and an increasingly global society*. According to the BLS and IDES data, employment opportunities in digital media-related occupations are expected to be strong over the next decade. Without a growth in the capacity to prepare professionals with a digital media background, there will not be a sufficient supply of graduates to meet this demand. The availability of a new bachelor's degree program in this field will prepare more college graduates to enter the highly demanded workforce, which will help sustain the economic prosperity and competitiveness of the State of Illinois.

Comparable Programs in Illinois

Based upon the IBHE program inventory, no Illinois public university is currently offering an undergraduate degree in Digital Media. Several private universities offer similar programs; however, graduates of the proposed program would have a high level of proficiency in the application of media personnel management and project management that comes from the core curriculum.

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 is in alignment with the overall mission of the University and 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

There are no special admission requirements for the Bachelor of Science in Digital Media beyond those required for admission to EIU. Admission for transfer students is the same for all transfer students to the University.

Curriculum

The proposed 120 semester hour program will prepare students to become technical professionals for applications of digital media. The program will engage students in several areas including: photo, video, and music technology; the processes and management of web development; animation and simulation; game development; digital and multimedia production, planning, and trends; professional and organizational excellence; and integration of knowledge and skills. The Bachelor of Science in Digital Media requires 42 hours in core classes including a three hour capstone project, minimum of 30 elective credit hours in a specified focus area, 33 general education requirements, and remaining elective credit to fulfill the 120 credit hour graduation degree requirements. The program is designed to be completed primarily through face-to-face coursework; however, some courses have been designed to also allow for online and hybrid delivery.

Assessment of Student Learning

The systematic assessment of student learning objectives will occur at different points throughout the program. First, faculty members responsible for instructional activities in the program will conduct in-course assessments every semester. Specifically, student performance in each of the core courses will provide an initial assessment of student learning relative to specific objectives. Second, students are required to complete a capstone course which will require a final project. This in-depth research project will be a culmination of the knowledge and analytical skills learned throughout the program and will be used to assess student learning. Finally, the Assessment Committee will also measure student learning and provide appropriate feedback based on exit interviews of program graduates.

Program Assessment

Due to the reality of rapid change in technology, the Digital Media program will need to be reviewed and updated almost constantly. A variety of techniques will be used to assess the program on a regular basis including: regular meetings with industry contacts; soliciting input and feedback from students, alumni, and other stakeholders by the School of Technology Advisory Board; student-faculty collaboration; and the review of data and analysis results by the program assessment committee at least once each semester. The Department has also committed to surveying local and regional employers every five years to collect information regarding trends in the industry as well as needed competencies and skills required for employment.

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 space and library holdings at EIU are sufficient to support the proposed program for both online and onsite coursework. Additional computer laboratory equipment and upgrades will be needed approximately every five years to support 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 and staff will support the proposed 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.

The proposed Bachelor of Science in Digital Media will be self-supported 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.

Programmatic accreditation is not 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 EIU's Bachelor of Science in Digital Media, 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 Digital Media 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: Bachelor of Science in Engineering Technology in the Prairie Region.

Projected Enrollments and Degrees: Eastern Illinois University has projected enrollment will grow from 20 students in the first year to 100 students in the fifth year. The University projects 25 degrees will be awarded in the fifth year.

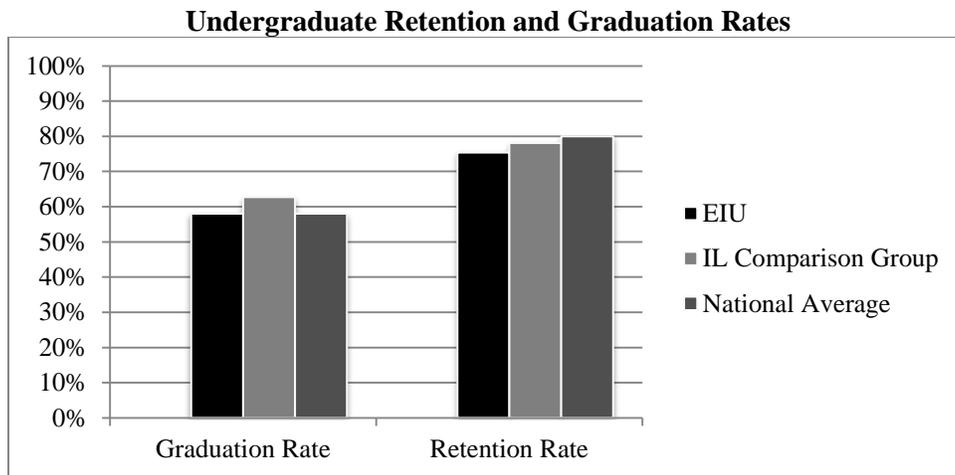
Background

Eastern Illinois University requests authorization to offer a Bachelor of Science in Engineering Technology. The Bachelor of Science in Engineering Technology program is one of three new degree programs (along with Digital Media and Construction Management) being created to replace the Applied Engineering and Technology program which had each of these areas as informal focus areas but not concentrations. The strategic intent is to bring more focus and marketability to the three areas, both with potential students and employers. In addition, the Engineering Technology program accreditation will transition from the AET program's current accrediting body, the Association for Technology, Management, and Applied Engineering, to the more recognized and prestigious Engineering Technology Accreditation Commission (ETAC) of the Accreditation Board for Engineering and Technology (ABET). Many current course offerings in the School of Technology and at EIU will be incorporated into the new major program, other courses have been revised and modernized, and new course descriptions and syllabi have been developed aimed at meeting accreditation standards set forth by ETAC/ABET, from which accreditation will be sought.

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, U.S. 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 2014-2015 graduation rate was 58 percent. The national 2014-2015 average graduation rate for public four-year institutions was 59 percent and the average among comparable Illinois institutions was 62.7 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 NCEES.

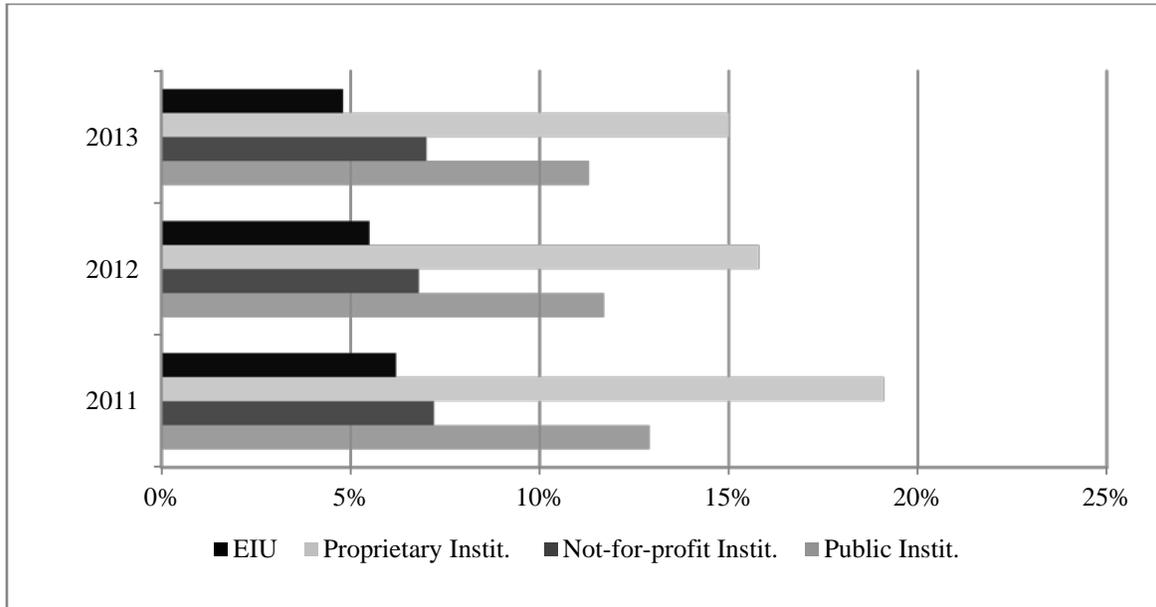
Undergraduate Retention Rate

EIU’s 2014-2015 retention rate was 75 percent. The national average retention rate for public four-year institutions in 2014-2015 was 81 percent and the average for comparable Illinois institutions was 78.1 percent. Retention rates examine the percentage of first-time degree seeking students enrolled in the fall of the prior year that are still enrolled in the fall of the current year. The national standard for retention rates is reported annually by NCES.

Undergraduate Completions per 100 FTE

EIU’s 2014-2015 completions per 100 FTE rate was 27. 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 (NCES), U.S. Department of Education

Note: Eastern 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 EIU was 4.8 percent in 2013, 5.5 percent in 2012, and 6.2 percent in 2011. The three-year cohort student loan default rate is the percentage of a school’s borrowers, both undergraduate and graduate, who enter repayment on Federal Family Education Loan Program or William D. Ford Federal Direct Loan. Program loans during a particular federal fiscal year, October 1 to September 30, and default or meet other specified conditions prior to the end of the second following fiscal year. The U.S. Department of Education stated that the Fiscal Year 2012 three-year national cohort default rate was 11.3 percent. The Fiscal Year 2013 three-year national cohort average default rate breakdown by institutional sector is: 11.3

percent for public institutions, 7.0 percent for not-for-profit institutions, and 15.0 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.

The Bachelor of Science in Engineering Technology emphasizes the study of industrial, production, and mechanical engineering technology principles to prepare graduates for engineering technology positions in industrial and laboratory settings. The program will prepare students to become marketable as technical professionals for applications of engineering technology in industrial and laboratory settings by incorporating industrial internship and applied research opportunities. According to the United States Bureau of Labor Statistics (BLS), employment opportunities in the different Engineering fields are generally expected to grow from 2014 to 2024. In addition, BLS projects a growth of 9.3 percent from 2014 to 2024 in the Engineering fields. While some fields are expected to remain stable at their current demand levels, logisticians, mechanical engineers, sales engineer opportunities, and other engineering positions are expected to increase faster than the average for all occupations, particularly in the State of Illinois.

The Illinois Public Agenda for College and Career Success

The Bachelor of Science in Engineering Technology program will address Goals 1, 2, 3, and 4 of *The Illinois Public Agenda for College and Career Success*. Goal 1 is to *increase educational attainment to match best-performing states*. Since EIU is located in a rural part of Illinois, the proposed Engineering Technology program will increase the educational attainment and opportunities of the citizens of Central and Southern Illinois. The proposed Engineering Technology program provides increased industrial/manufacturing emphasis. In addition, the program will be coordinated with area community colleges through articulation agreements to assist the State of Illinois in increasing its educational attainment to match best-performing states.

Goal 2 is to *ensure college affordability for students, families, and taxpayers*. The tuition at EIU is relatively low compared to other universities in the state. In addition, the proposed program will increase enrollment at EIU and will enable the university to operate more efficiently as the capital and maintenance expenses will be spread over a larger student base.

Goal 3 is to *increase the number of high-quality postsecondary credentials to meet the demands of the economy and an increasingly global society*. The Engineering Technology program will enable the attainment of a more recognized accreditation in the industrial/manufacturing technology field than EIU's AET program currently has. The higher quality credential and more concentrated learning experience in this field will strengthen the academic level of the citizens of Southern and Central Illinois in this field and improve the operations and competitiveness of the area's production facilities.

Goal 4 is to *better integrate Illinois' educational, research, and innovation assets to meet economic needs of the state and its regions*. The proposed Engineering Technology program will provide graduates who are better prepared to contribute to Illinois manufacturers and should thereby strengthen the State of Illinois production businesses and the economy.

Comparable Programs in Illinois

According to the IBHE degree inventory, six Illinois higher education institutions offer a bachelor's degree in Engineering Technology: Bradley University, Illinois State University, Northern Illinois University, Southern Illinois University Carbondale, Trinity Christian College, and Western Illinois University. Some of these programs have different emphasis areas from the EIU program. It is not expected that the proposed program will have an impact on the currently offered programs.

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 Engineering Technology is in alignment with the overall mission of the University and 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

The proposed Bachelor of Science in Engineering Technology program will follow EIU's undergraduate admission policy and procedures. There are no special admission requirements for the proposed program.

Curriculum

The Bachelor of Science in Engineering Technology emphasizes the study of industrial, production, and mechanical engineering technology principles to prepare graduates for engineering technology positions in industrial and laboratory settings. The program requires 124-125 semester hours, including 69 semester hours of core courses, and 33 general education courses. The program will be administered by the School of Technology. Many current course offerings in the School of Technology and at EIU will be incorporated into the new major program, other courses have been revised and modernized, and new course descriptions and syllabi have been developed and aimed at meeting accreditation standards set forth by ETAC/ABET, from which accreditation will be sought.

Assessment of Student Learning

The University has a standard process for assessing students' learning outcomes in all its degree programs. The institution's approach incorporates direct and indirect measures administered periodically throughout the academic program. Direct assessments of each program learning outcome will take place throughout a student's progression in the Engineering Technology program. In addition, indirect assessments will take place in the form of graduating student exit surveys, placement and salary information of graduating students, alumni surveys, and Engineering Technology program advisory board feedback.

Program Assessment

The University has an established assessment plan to determine the overall effectiveness of its programs and the degree to ensure students' needs are being met. A program assessment committee will consist of faculty in charge of the instructional activities of the Engineering Technology program. The program assessment committee will review the data and analyze results provided by the program coordinator at least once each semester. The review typically will 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, to improve student learning, and to better prepare them for a productive career as professionals in the area of Engineering Technology. Each year, changes made due to an assessment will be evaluated for their effectiveness and to determine if the given changes resulted in the desired improvement in students' achievement of program outcomes. The data will be evaluated in a continuous, closed-loop manner, as specified in the ETAC/ABET program accreditation criteria documents.

Facilities (space, equipment, instructional materials)

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

Existing classroom space and library holdings at EIU are sufficient to support the proposed program for both online and onsite coursework. 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 and staff will support the proposed 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 are required to establish the proposed program. The University has adequate faculty, staff, and other instructional resources to administer the Bachelor of Science in Engineering Technology.

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 Engineering Technology program accreditation will transition from the AET program's current accrediting body, ATMAE, to the more recognized ETAC/ABET.

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 EIU's Bachelor of Science in Engineering 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 Engineering 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.

Southern Illinois University Edwardsville

Proposed Center Title in the Region of Authorization: Center for STEM Research, Education, and Outreach in the Southwestern Region

Projected Enrollments and Degrees: The Center will continue to provide degree-related work or service experiences in STEM for undergraduate and graduate students. The STEM Center has provided graduate assistantships (two to three per year) to SIUE students in Psychology, Computer Science, Instructional Technology, Computer Management and Information Systems, Art and Design, and Business Administration.

Background

Southern Illinois University Edwardsville (SIUE or the University) requests permanent approval to establish a Center for STEM Research, Education, and Outreach. The Center has been operating under temporary approval since 2012. During the period of temporary approval, the Center has partnered with 31 different SIUE departments to provide STEM education research expertise. The Center has led team-based grant applications and promoted interdisciplinary research projects, bringing together faculty members from diverse disciplines to address issues of access and inclusion in STEM. The Center staff have also served as STEM education evaluators and as a partners for broader impacts work required for National Science Foundation proposals.

Institutional Data

1050.30(b)(1)(G): provides that success in student progression and graduation, and success rates in programs preparing students for certification and licensure, shall be consistent with expectations in higher education and the appropriate related field of study. At a minimum, the Board shall consider the following factors, based on results for similar institutions: (i) Graduation rates, degree completion rates, retention rates, and pass rates for licensure and certification. (ii) Success rate, which shall be, at a minimum, higher than those of the lowest quartile of these measures for similar Illinois institutions defined as open versus competitive enrollment institutions and primarily associate versus primarily baccalaureate granting institutions. Exceptions may be made to the lowest quartile if an institution is above the national average for these measures using the same comparison categories of institutions.

No data are provided because available student outcomes information would not be applicable to the establishment of this new unit.

Need

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

The Center will continue to provide degree-related work or service experiences in STEM for undergraduate and graduate students. The STEM Faculty Fellows Program has enabled faculty to improve undergraduate education at SIUE by testing innovative approaches to instruction. Faculty Fellows have partnered with the STEM Center to submit four external proposals for extended course redesign efforts and one proposal for undergraduate scholarships for biological sciences majors.

The Illinois Public Agenda for College and Career Success

The Center is poised to meet Goals 1 and 4 of the *Illinois Public Agenda for College and Career Success*. The STEM Center will increase educational attainment to match best-performing states (Goal 1) by improving curriculum alignment and providing rigorous and relevant professional development opportunities for educators and administrators. It will better integrate Illinois' educational, research, and innovation assets to meet economic needs of the state and its region (Goal 4) by developing and studying cutting-edge STEM educational programs that bolster educational and career pathways from K-12 to postsecondary and into the workforce.

Comparable Institutes and Centers in Illinois

The University identified public and private institutions in Illinois with similar programs and departments as part of the process of developing the proposed Center. The work of this Center will be collaborative in nature and will not negatively impact other administrative units of this type.

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 Center for STEM Research, Education, and Outreach is a university-wide initiative to develop, strengthen, and promote STEM (Science, Technology, Engineering, and Mathematics) research, education, and outreach at SIUE and in the region. It is a collaborative enterprise among several SIUE academic units including the College of Arts and Sciences; the Schools of Education, Health, and Human Behavior; and the School of Engineering with regional higher education organizations, local community colleges and school districts, regional offices of education, governmental agencies, businesses, and the community at large.

Assessment of Outcomes

The STEM Center is currently undergoing a full program review. As part of the review, the Center has completed a self-study. The self-study documents are part of a program review process that focuses on Center performance, continuous program improvement, the identification of problems and solutions, and evidence of alignment with the University mission. The self-study provides both an analysis and a description of the full scope of the STEM Center, including its programs and services, performance, and future plans. A team of internal and external reviewers are reviewing the self-study and interviewing the Center faculty and staff. The review committee will submit a program review report of the STEM Center to the Center and Institutes Committee at SIUE, which will make a recommendation to the Chancellor about the Center. This process will occur every eight years.

In accordance with SIU policy, the Center will submit annual reports to the SIU Board of Trustees with evidence of attainment of performance measures, major accomplishments, support for *The Illinois Public Agenda for College and Career Success* and institutional strategic plans, and organizational effectiveness, as well as budgetary information including sources of revenues and expenditures.

Facilities (space, equipment, instructional materials)

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

Since December 2013 the STEM Center has been occupying temporary space in the Vadalabene Center while awaiting the renovation of Science Building East. Once construction is completed, the Center will have an office suite on the third floor and dedicated Resource Center, research classroom, and storage areas on the first floor of Science East. The Resource Center makes free loans of equipment and supplies for teaching STEM to SIUE and regional educators and hosts a website with a searchable database of its inventory. There is physical space available to hold discussion groups, work on small research projects, test out curriculum activities, and prepare materials for community outreach. The Center also houses a large format printer and 3D printer used by staff and SIUE students to print posters and projects for presentations at conferences. In Fiscal Year 2016 the Resource Center served approximately 500 SIUE students, 100 SIUE faculty, and 400 regional educators impacting over 30,000 learners through loans of curricula and equipment.

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 STEM Center Director reports to the Associate Provost for Research and Dean of the Graduate School. Collaboration occurs across multiple SIUE departments, schools, colleges, and other centers and institutes. Two advisory groups representing SIUE schools and colleges (internal) and community partners (external) provide periodic advice to the Center director through annual meetings and informal communication. Internal advisors are appointed by deans or in consultation with the Vice Chancellors for Academic Affairs and Student Affairs.

The Center staffing includes a director, administrative aide, and core programs group currently composed of a research associate, instructional design and curriculum development specialist, outreach manager (instructor), and an assistant research professor. Core programs staff and graduate students are supported through external funding. STEM Faculty Fellows receive a one-year appointment and course release to collaborate on Center projects focused on undergraduate education. A new Faculty Associates Program will enable a faculty member whose interests align with the Center's mission to formally affiliate with the Center for three-year renewable terms. Faculty Associates may focus their efforts on undergraduate or graduate STEM education at SIUE or on community outreach.

Fiscal and Personnel Resources

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

supportable estimates of state appropriations, local tax support, student tuition and fees, private gifts, and/or governmental grants and contracts.

To date, the Center has demonstrated efficient and effective use of funds to deliver its extensive programs and services. At the time of temporary approval, the STEM Center had revenue of 43 percent from external funds (grants, contracts, and gifts) and 57 percent from state-appropriated funds. Since then, revenue from grants and contracts has shown an upward trend, reflecting strong and consistent proposal writing efforts by Center staff. Annual grant revenue increased from \$307,823 in Fiscal Year 2011 to \$2.4 million in Fiscal Year 2016 (the Center received an unusually large grant in Fiscal Year 2016), while state funding remained flat. Revenue from grants, contracts, and fee-based programs has exceeded the Center's state appropriation in every year since 2011, meaning that STEM faculty and staff are leveraging state funds to generate substantial new funding streams to support STEM education at SIUE and beyond.

Accreditation and Licensure

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

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

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

The University is regionally accredited by the Higher Learning Commission. Specialized accreditation is not applicable to the development of this Center.

Program Information

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

Information about the Center for STEM Research, Education, and Outreach including a description of the mission, objectives, and structure will be available on the SIUE website.

Staff Conclusion. The staff concludes that the Center for STEM Research, Education, and Outreach proposed by Southern Illinois University Edwardsville meets the criteria to implement the Board of Higher Education Act (110 ILCS 205/et.seq.) as set forth in the Board of Higher Education administrative rules (23 Ill. Adm. Code 1050.30), and the Illinois Board of Higher Education policies pertaining to assessment and accreditation for licensure.

Proposed Program Title in the Region of Authorization: Master of Science in Criminal Justice Policy in the Southwestern Region

Projected Enrollments and Degrees: Southern Illinois University Edwardsville projects the program will increase from approximately 25 students in the first year to 50 students annually in the fifth year. The University projects 25 degrees will be awarded annually beginning in the second year.

Background

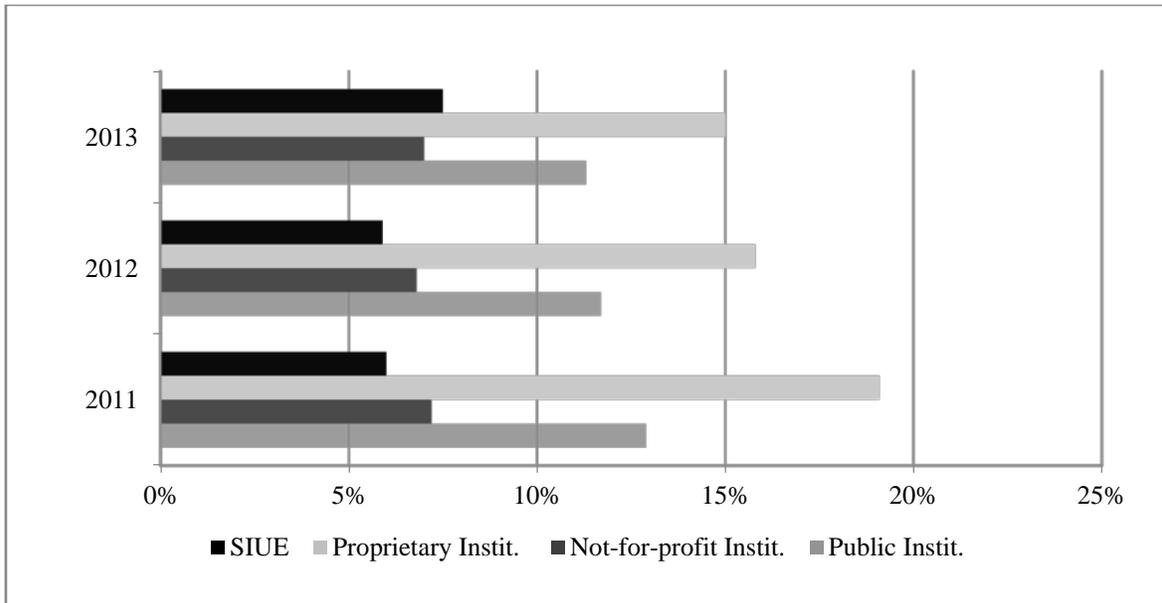
Southern Illinois University Edwardsville requests authority to offer a Master of Science in Criminal Justice Policy (MSCJP) in the Southwestern region. The program will provide professionals employed in the criminal justice system, or those planning a related career, with a strong foundation of theory and methods combined with courses related to new challenges for the criminal justice professional, such as cybercrime, human trafficking, and geospatial criminal justice initiatives. Graduates will be able to effectively communicate, demonstrate knowledge in the field, and exhibit best practices, values, and ethics of the profession. Program graduates will find enhanced career opportunities in private and public local, state, and federal agencies serving the criminal justice community.

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, U.S. Department of Education
 Note: Southern Illinois University Edwardsville is a public institution.
 A lower number is a positive indicator.*

The three-year student loan default rate for SIUE was 7.5 percent in 2013, 5.9 percent in 2012, and 6.0 percent in 2011. 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 Program or William D. Ford Federal Direct Loan Program loans during a particular federal fiscal year, October 1 to September 30, and default or meet other specified conditions prior to the end of the second following fiscal year. The U.S. Department of Education stated that the Fiscal Year 2013 three-year national cohort default rate was 11.3 percent. The Fiscal Year 2013 three-year national cohort average default rate breakdown by institutional sector is: 11.3 percent for public institutions; 7.0 percent for private non-profit institutions; and 15 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.

There is strong demand for master’s level degrees in criminal justice. To determine student need and interest, SIUE surveyed alumni and criminal justice agencies in the bi-state area and conducted a market analysis. Survey results, labor market analyses, and future workforce projections all indicate an increased demand for educated criminal justice professionals. Using data from the U.S. Bureau for Labor Statistics, is the University projected a demand for over 528,000 new criminal justice employment positions nationwide by 2024.

The proposed MSCJP program is targeted toward students currently serving as replacement probation officers and correctional treatment specialists and first line supervisors of law enforcement workers, correctional officers, police, detectives, and sheriff’s patrol officers, as well

as security guards and gaming surveillance officers. Graduates of the MSCJP program will find enhanced career opportunities in local, state, and federal agencies. Promotional opportunities as well as salary increases within the graduates' current agency are additional benefits working professionals may experience.

The Illinois Public Agenda for College and Career Success

The University indicates that the proposed Master of Science in Criminal Justice Policy primarily supports Goals 2 and 3 of *The Illinois Public Agenda for College and Career Success*. Goal 2 is to *ensure college affordability for students, families, and taxpayers*. The MSCJP will allow Illinois, and more specifically SIUE, to move into the online graduate program niche where it does not currently exist, and do so at a more affordable option to students as SIUE's online tuition rate is among the lowest in the state, and substantially lower than for-profit online university programs. Goal 3 is to *increase high quality credentials to meet economic demand*. The MSCJP will fill the void as there are no graduate programs in Criminal Justice Policy serving the Illinois side of the St. Louis metropolitan area. Based upon the University's analysis, the existing gap in the market for online criminal justice policy graduate programs is both geographic and program type, which SIUE is fully prepared to meet.

Comparable Programs in Illinois

In Illinois, seven universities offer graduate degrees in criminal justice or a related subfield. Of those institutions, only one offers an online graduate degree that is a Master's degree in criminal/social justice. This program is unique in comparison to existing programs in criminal justice, criminology, and criminal/social justice. Focused electives and options for either thesis or capstone projects will allow program students to tailor the program to their current career and career goals.

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'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 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

All applicants are expected to have a minimum undergraduate grade point average of at least 2.5 on a 4.0 scale. An application letter and two letters of recommendation from undergraduate faculty and/or current employer are also required. The Admissions Committee will also consider grade point average in prior coursework in criminal justice or criminology, current or prior employment in the criminal justice field, and an optional GRE score. The University considers the admission to the program competitive.

Curriculum

The Master of Science in Criminal Justice Policy is a 36 hour online program designed to be completed in two years over the course of five consecutive semesters. It will provide professionals employed in the criminal justice system, or those planning a related career, with advanced study in the core areas of criminal justice operations. A strong foundation in theory and methods will be combined with courses related to new challenges for the criminal justice professional, such as cybercrime, human trafficking, and geospatial criminal justice initiatives. Students will be required to take 15 credits of required core courses, 15 credits of electives, and six hours of either thesis or capstone credit. The capstone approach is geared toward the working professional who will propose a policy, procedure, or program development that would benefit their home agency. They will employ competencies gained in the program to develop their projects. The thesis project option is envisioned to be a traditional research paper which would be defended before a committee of three faculty members online via an appropriate technology.

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 will: (1) demonstrate breadth and depth of knowledge in the field of Criminal Justice; (2) effectively communicate their knowledge in the field through oral and written reports and projects; (3) exhibit best practices, values, and ethics of the criminal justice profession; and (4) apply knowledge of the field to demonstrate analytical thinking. Assessment of these learning objectives will occur systematically and through multiple methods throughout all courses, and will provide the faculty with the means to assess a student's commitment to the ethics and values of the profession. Student performance on the thesis or capstone project will demonstrate knowledge learned throughout the program and will be evaluated by a faculty committee in order to assess a student's analytical thinking skills. Finally, periodic surveys of alumni, current students, and criminal justice agencies will also be used to provide feedback regarding the utility of the program and its relevance to workplace needs.

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 MSCJP, departmental faculty will engage in an annual review of the program for the purpose of assessing curricula and student outcomes. Trends in student performance will be tracked and solutions developed in order to support student success in targeted areas. In addition, periodic surveys of alumni, current students, and criminal justice agencies will also be used to provide

feedback regarding the utility of the program and its relevance to workplace needs and career enhancement.

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 Master of Science in Criminal Justice Policy. Classroom space, computer resources, and library services are sufficient for the program's needs.

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. 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.

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 Science in Criminal Justice Policy by Southern Illinois University Edwardsville 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 Arts in Design in the Chicago Region

Projected Enrollments and Degrees: The University of Illinois at Chicago projects the program will increase from approximately 24 students in the first year to 100 students in the fifth year. The University projects 40 degrees will be awarded in the fifth year.

Background

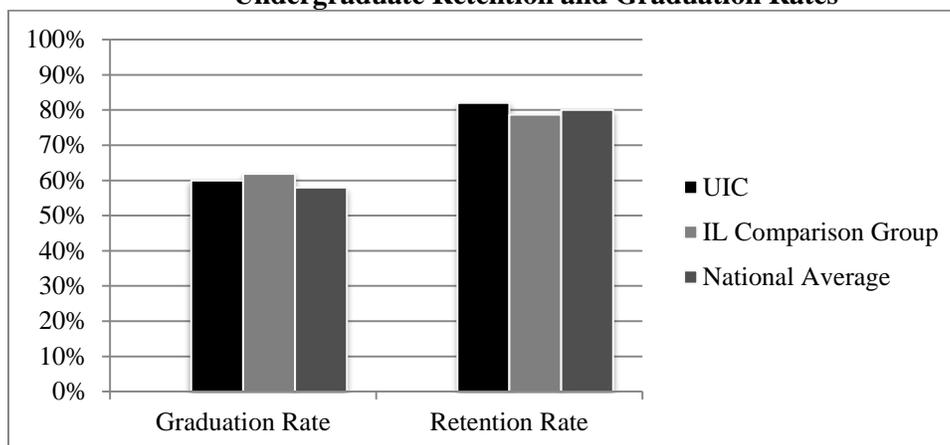
The University of Illinois at Chicago (UIC or the University) requests authority to offer a Bachelor of Arts (BA) in Design in the Chicago region. The proposed program is an undergraduate transfer program that embraces the collaborative and comprehensive design process. The BA in Design is intended to address demand from community college and transfer students who have decided to pursue a bachelor's degree in design only after completing multiple semesters of higher education. It is also designed for UIC intercollegiate transfer students whose exposure to design only occurs during their early college career. The program will prepare students for entry level design employment or enable them to gain acceptance to a graduate program in 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 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, U.S. 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 2014-2015 graduation rate was 60 percent. The national 2014-2015 average graduation rate for public four-year institutions was 58 percent and the average among comparable Illinois institutions was 62.7 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).

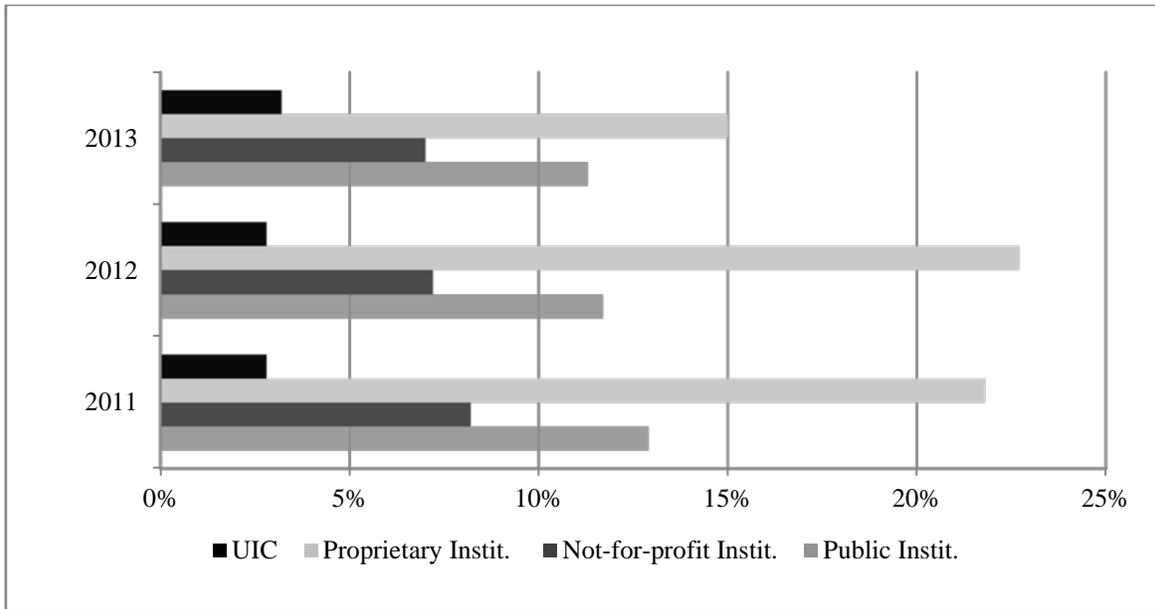
Undergraduate Retention Rate

UIC's 2014-2015 retention rate was 82 percent. The national average retention rate for public four-year institutions in 2014 was 81 percent and the average for comparable Illinois institutions was 78.1 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 2014-2015 completions per 100 full-time equivalent (FTE) rate was 23. 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, U.S. 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 the University of Illinois at Chicago was 3.2 percent in 2013, 2.8 percent in 2012 and 2.8 percent in 2011. The three-year cohort student loan default rate is the percentage of a school's borrowers, both undergraduate and graduate, who enter repayment on Federal Family Education Loan Program or William D. Ford Federal Direct Loan Program loans during a particular federal fiscal year, October 1 to September 30, and default or meet other specified conditions prior to the end of the second following fiscal year. The U.S. Department of Education stated that the Fiscal Year 2012 three-year national cohort default rate was 11.3 percent. The Fiscal Year 2013 three-year national cohort average default rate breakdown by institutional sector is: 11.3 percent for public institutions, 7.0 percent for not-for-profit institutions, and 15.0 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.

The BA in Design is intended to address the demand from community college and transfer students who decide to pursue a bachelor's degree in Design only after completing multiple semesters of higher education. It is also designed for UIC intercollegiate transfer students whose exposure to design only occurs during their early college career. Work is under way to develop articulation agreements with Associate of Applied Science programs at partner community colleges to create four-year pathways for students in creative disciplines. Strong partnerships with area industry, as evidenced with the corporate sponsors of the experiential capstone courses, provide career pathways and networking opportunities for program students and graduates.

The Illinois Public Agenda for College and Career Success

The University indicates that the proposed BA in Design supports Goals 2 and 3 of *The Illinois Public Agenda for College and Career Success*. Goal 2 focuses on issues of college affordability. The BA in Design undergraduate transfer program is expected to have a lower time-to-degree average, and therefore provide a more affordable option for a design-focused undergraduate degree. Moreover, it will be a better way for students who opt for the more affordable community college track to move through the University in a more timely and efficient manner. Goal 3 focuses on the creation of high quality credentials to meet economic demand. This program offers a directed undergraduate experience in developing creative and technical skills, research and production methods, critical thinking, and the ability to problem-solve with a group of diverse collaborators. Given that this background allows one to move into various professional and public service areas (e.g., product design, communication design, interaction design, design process planning, and design project management) as well as higher education. The credentials attained will enable the student to flexibly respond to the ever-changing landscape of career opportunities that the evolving design disciplines reveal.

Comparable Programs in Illinois

No comparable programs in Illinois grant a humanities-based, interdisciplinary baccalaureate degree in Design.

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 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 UIC. Admission to the Bachelor of Arts in Design begins at

year two or year three of undergraduate study. A minimum 3.0 grade point average will be required of applicants from within UIC (typically in their second year of study) as well as transfer students (typically in their third year of study) who have satisfied the prerequisite coursework. A portfolio review is required to consider transfer credit for any previous studio coursework. Undergraduate students having completed 20 hours of pre-design studies are eligible to enter the fall of the sophomore year. Undergraduate students having completed 52 hours of pre-design studies with 16 studio hours of approved credit are eligible to enter the fall of the junior year.

Curriculum

The Bachelor of Arts in Design is an undergraduate transfer program that embraces the collaborative and comprehensive design process through hands-on and thought-provoking exploration. Combining methodologies and processes from both Graphic Design and Industrial Design, the BA in Design focuses on the human experience in the design of communications, objects, and/or services. The degree program introduces design making and design thinking in the environment of the design studio and it engages students in various forms of cultural production. The primary goal is the provision of a focused introduction to design practices within the context of a liberal arts education.

The program operates as a two- or three-year program accepting students in the fall semester. Undergraduate students having completed 20 hours of pre-design studies are eligible to enter the fall of the sophomore year. Undergraduate students having completed 52 hours of pre-design studies with 16 studio hours of approved credit are eligible to enter the fall of the junior year. Credit for studio coursework requires portfolio review to assess prerequisite skills in drawing, photography, digital media design, and color theory. School of Design summer offerings of prerequisite studio courses may allow transfer students to obtain the skills necessary to enter the program in the fall semester. To earn the BA in Design, students must complete all pre-design academic and studio course requirements and design requirements, as well as a sufficient number of electives to reach 120 hours in total.

Assessment of Student Learning

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. Faculty from the School of Design have developed the learning objectives for the proposed program along with means of assessment including skills-based studio requirements, design seminars, and capstone experiences. There are two capstone studio courses required for the BA in Design. The requirements for these courses include a full design project and a professional practice course which provides students with an opportunity to engage in team projects with industry sponsors.

Program Assessment

Mid-term and final reviews of coursework will be used to evaluate student performance and to improve teaching methods. Each year, the Director, the Associate Director of Student Affairs, the Disciplinary Chairs, and the Directors of Undergraduate Studies hold program retreats to assess the curriculum of each of the School's degree programs. Course evaluations and student feedback will also impact teaching methods, allowing for changes to improve course curriculum and student learning. After the first two years of operation, the School of Design will conduct annual program alumni surveys for a random sample of graduates in order to document employment status, enrollment of graduates in graduate and/or professional programs, and to assess overall satisfaction with the degree program.

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 BA in Design. The School of Design is housed in the Architecture and Design Studios Building (ADS) on the east side of the UIC campus. The School of Design shares the ADS building with the School of Architecture. The two Schools share extensive fabrication facilities where students have access to tools and instructional support that enable modern and traditional modes of making and prototyping. Fabrication facilities, printing and bookbinding facilities, and imaging capabilities will be particularly beneficial to BA in Design students whose projects are expected to combine physical prototyping, print-based, and screen-based media. The University's library offers access to both printed material and relevant electronic journals within the field, extensive collection of books/e-books, articles, and journals in the areas relevant to the BA in Design.

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 Arts in Design.

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 Arts in Design 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 Urbana-Champaign

Proposed Center Title in the Region of Authorization: The Cline Center for Advanced Social Research in the Prairie Region.

Projected Enrollments and Degrees: This proposal is to establish The Cline Center for Advanced Social Research (The Cline Center). The Cline Center does not have a formal teaching mission, but has instituted programs for engaging undergraduate and graduate students, in both STEM and non-STEM fields, who want practical experience in data science research. The Cline Center offers research internships and paid undergraduate and graduate research positions supported through the Center's Nerad Student Fund.

Background

Part of the College of Liberal Arts and Sciences at the University of Illinois at Urbana-Champaign, the Cline Center was originally established on temporary status as the Center for the Study of Democratic Governance. In May, 2007 the University of Illinois Board of Trustees approved renaming to the Cline Center for Democracy to recognize the financial contribution from the Cline Family. Subsequently, the Cline Center's research has expanded and the funding sources have diversified such that permanent status as the Cline Center for Advanced Social Research is now sought.

The Cline Center for Advanced Social Research aims to equip and empower a new generation of social scientists, humanists, and data scientists to take up key challenges that threaten human flourishing in the 21st century – climate change, civil unrest, sustainability, inequality, security, and public health – by applying advanced computational techniques at extreme scales to discover innovative solutions hidden in unstructured data. Extreme-scale unstructured data resources, like the 500 million tweets produced daily or the millions of news articles published in the *New York Times* between 1945 and today, offer significant opportunities to better understand important societal needs. Harnessing the potential of unstructured data is one of the grand challenges facing data scientists, social scientists and humanists today.

The Cline Center serves to: (1) empower non-STEM researchers with tools and data resources to carry the Big Data revolution into the social sciences and humanities without requiring those researchers to develop advanced computer science skills; (2) connect computational expertise in the data sciences with subject-matter expertise in the social sciences and humanities in ways that address pressing societal problems around the world; and (3) provide students with practical experience in data science research with real-world impact. Its many activities encompass several research initiatives, including monitoring civil unrest globally, tracking the over-time development of economic, political, and social indicators for 165 countries, and developing new algorithms and analysis tools for studying the nearly 100 million articles in the Cline Center's Global News Archive.

Institutional Data

1050.30(b)(1)(G): provides that success in student progression and graduation, and success rates in programs preparing students for certification and licensure, shall be consistent with expectations in higher education and the appropriate related field of study. At a minimum, the Board shall consider the following factors, based on results for similar institutions: (i) Graduation rates, degree completion rates, retention rates, and pass rates for licensure and certification. (ii) Success rate, which shall be, at a minimum, higher than those of the lowest quartile of these

measures for similar Illinois institutions defined as open versus competitive enrollment institutions and primarily associate versus primarily baccalaureate granting institutions. Exceptions may be made to the lowest quartile if an institution is above the national average for these measures using the same comparison categories of institutions.

No data are provided because available student outcomes information would not be applicable to the establishment of this new unit.

Need

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

Although there is growing enthusiasm for the potential of the Big Data revolution to advance human flourishing, a wide gap remains between promise and reality. Data science is realizing its transformative potential more fully in domains like engineering, astrophysics, and climatology where most data take the form of discrete values represented as rows and columns in a database. Data science is less advanced in applications where data are unstructured. This is an important barrier to innovation in the social sciences and humanities because much data of interest to these disciplines is unstructured. Few social science or humanities researchers possess the advanced computational training needed to build analytics workflows and deploy text-mining algorithms. Fewer still have ready access to sophisticated cyberinfrastructure required to analyze unstructured data at scale, and the computing hardware most commonly available to the vast majority of non-STEM researchers is easily overwhelmed by the amount of raw text to be processed and visualized. As a result, innovative data science discoveries have been fewer and farther between in the liberal arts and social sciences than in STEM fields. The Cline Center will meet these and other emerging needs by developing novel data assets and software resources that (1) would be otherwise unavailable to the academic community because they are prohibitively expensive to build or maintain; (2) can be made easily accessible to a wide range of potential users in the social sciences and humanities without requiring those users to possess specialized training in computer science; (3) are inherently valuable for stimulating a wide range of innovative research initiatives in the fields of data science, social science, and humanities; and (4) retain or increase in value to the academic community over time.

The Illinois Public Agenda for College and Career Success

The Cline Center will support Goal 1 of the *Illinois Public Agenda for College and Career Success to increase educational attainment*. While it does not have a primary teaching mission, it will support the University in advancing a 21st century workforce that requires a basic understanding of data science methods and applications across disciplines and career fields. The Cline Center provides undergraduate and graduate students in STEM fields with applied research projects to refine their data science skills and develop experience across the full lifecycle of data science projects, from conception to algorithm development to evaluation and completion. This complements and enhances traditional classroom and lab components of STEM education by offering practical experience in using data science skills to solve real-world problems, often for non-academic clients. Additionally, the Cline Center involves undergraduate and graduate students from the social sciences and humanities with data science research opportunities that are otherwise normally reserved for students in traditional STEM disciplines. This broadens the ranks of

postsecondary degree holders from non-STEM fields who have practical experience applying data science methods to problems affecting societal well-being.

Goal 4 is to better integrate Illinois' educational, research, and innovation assets to meet economic needs of the state and its regions. The Cline Center harnesses the educational and research capabilities of the University community to innovate solutions for addressing a wide range of practical problems affecting economic development, national security, and quality-of-life issues affecting people in Illinois, nationally, and around the world. The Cline Center's activities encompass several research initiatives, including monitoring civil unrest globally, tracking the over-time development of economic, political, and social indicators for 165 countries, and developing new algorithms and analysis tools for studying the nearly 100 million articles in the Cline Center's Global News Archive.

The Cline Center is an innovator in monitoring small-scale civil unrest events using Artificial Intelligence algorithms and hybrid systems that immerse highly-trained human analysts in customized software environments. In addition to its signature Social, Political, and Economic Events Database (SPEED) civil unrest event data project, the Cline Center has compiled the most expansive database of coups and attempted coups available to academic researchers, generates time series data on the changing mix of religious and ethnic groups in nearly 200 countries, and contributes to the Phoenix event data project hosted by the Open Event Data Alliance. Work is under way to explore the potential of these unique tools to provide real-time information to a subscriber base of businesses, non-governmental organizations, and governmental entities. For example, after decades of economic globalization, multi-national corporations are actively looking for underdeveloped countries where they can locate plants or create supply chains to support their manufacturing operations. Because a big factor in these decisions is the political and social stability of countries they are considering, political risk assessment firms have long sold country-specific evaluations to these corporations. Traditionally, these vendors make predictions about country-level risk factors based on expert assessments of qualitative or incomplete data sources. The Cline Center's capacity to do nearly real-time mapping of civil strife developments at the level of individual cities allows it to help commercial entities assess investment risks and supply chain vulnerability on a global scale. For non-commercial entities this service would provide the basis for monitoring risks to their employees, provide an information base for humanitarian organizations to monitor human rights abuses, and enhance the ability of non-governmental organizations to effectively target aid and infrastructure investments. To better assess the potential for commercializing parts of its operational capabilities, a team of Cline Center personnel has successfully completed the Research Park's National Science Foundation Innovation Corps training program. This program is designed to help academics translate research discoveries into commercialized products.

Comparable Institutes and Centers in Illinois

The Center is uniquely situated to coalesce and enhance the University of Illinois at Urbana-Champaign's far-reaching capacity in extreme-scale analysis of news texts and for using text analytics methods to study human conflict processes. It will equip and empower social scientists, humanists, and data scientists to take up key challenges that threaten human flourishing in the 21st century – climate change, civil unrest, sustainability, inequality, security, and public health – by applying advanced computational techniques at extreme scales to discover innovative solutions hidden in unstructured data. As such, the Cline Center will facilitate innovations in harnessing big data to conduct research in the social sciences and humanities. The Cline Center will contribute to the economic vitality of the community and the state.

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 mission of The Cline Center for Advanced Social Research is to transform information into knowledge that advances human flourishing. The Cline Center's mission also supports a wide range of educational and public engagement activities, from fellowship programs for faculty and graduate students to undergraduate research opportunities and topical symposia for the University of Illinois at Urbana-Champaign. These efforts may generate grant funding and help sustain the University's outreach and service mission, both of which meet the University's strategic objectives.

Assessment of Outcomes

The outcomes and criteria of success for the Cline Center are grounded in core work to conduct and publish research, as well as engage undergraduate and graduate students in research experiences. The director, University leadership, and the advisory committee will conduct regular reviews of the Cline Center's outcomes, including its visibility and fiscal strength.

Facilities (space, equipment, instructional materials)

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

The University has adequate facilities to support the Center.

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 Cline Center will continue to report to the Dean of the College of Liberal Arts and Sciences (LAS), as well as the Executive Associate Dean for Social/Behavioral Sciences and Area Centers. The current director serves as the chief administrative officer of the unit and is responsible for Center academic and administrative leadership. The director is responsible for strategic planning as well as the day-to-day operation, including the careful management of its financial resources. The director is anticipated to be a full professor in the College of LAS. The Center will be staffed by an associate director who with the director will oversee team leaders of analysts, researchers, and data scientists. In addition, the Cline Center's Advisory Committee meets at least once per year to assist in the formulation of policy for the Center and advise the director.

Fiscal and Personnel Resources

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

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

The Cline Center is largely supported through a mix of its own endowment revenue, private gifts, federal grants, and self-generated revenue. Cline Center activities are also supported through provost funding that helps the Cline Center offer text analytics research opportunities to a wide range of units across the University. This arrangement will continue with the establishment of the Center. No new state funding is sought.

Accreditation and Licensure

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

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

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

Specialized accreditation is not required for this Center.

Program Information

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

Information about the Cline Center for Advanced Social Research including a description of the mission, objectives, and structure will be available on the University website.

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

