

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

Submitted for: Action.

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

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

Not-For-Profit

Adler University

- Master of Arts in Organizational Leadership in the Chicago Region

Central Baptist Theological Seminary

- Master of Divinity in the North Suburban Region

Columbia College

- Bachelor of Arts in Human Resource Management in the North Suburban Region

Lindenwood University – Belleville

- Bachelor of Arts in Interdisciplinary Studies in the Southwestern Region
- Bachelor of Science in Accounting in the Southwestern Region
- Bachelor of Science in Finance in the Southwestern Region
- Bachelor of Science in Marketing in the Southwestern Region

National Louis University

- Operating Authority in the Southwestern and Southern Regions

Proprietary

Stautzenberger College DBA Rockford Career College

- Associate of Applied Science in Medical Assistant X-Ray Technician (Limited Scope) in the Fox Valley Region

STATE OF ILLINOIS
BOARD OF HIGHER EDUCATION

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

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

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

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

Not-for-Profit Executive Summary

Adler University

- Master of Arts in Organizational Leadership in the Chicago Region

Adler University requests authorization to offer the Master of Arts in Organizational Leadership in the Chicago Region. The proposed Master of Arts in Organizational Leadership is a 36-hour online program designed for working adults seeking a self-directed learning environment who wish to develop skills related to organizational leadership and management through a non-business degree. Target students will contribute to Adler University's mission of supporting socially responsible practitioners through four half-credit-hour social justice online seminars with an approved social justice project with a local organization, thereby fulfilling Adler's social justice mission even in an online modality. Policies are in place to ensure faculty members possess the training, credentials, and qualifications to provide instruction in the proposed program. Adler University has sufficient library, technology, staff, and financial resources in place to support the proposed program.

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

Central Baptist Theological Seminary

- Master of Divinity in the North Suburban Region

Central Baptist Theological Seminary (CBTS or the Seminary) requests authorization to offer the Master of Divinity (M.Div.) degree in the North Suburban Region. This degree is designed for Korean speaking students seeking a M.Div. degree. Currently, many students from the northern suburbs of Chicago commute to CBTS's Milwaukee campus. Providing a center closer to their residence where they can earn the M.Div. degree better aligns the students' educational needs with the school's services. The main campus of CBTS is in Shawnee, Kansas, and the Seminary has been establishing teaching centers in strategic locations throughout the United States since 2005. The 75-credit-hour curriculum includes courses in biblical studies, history and theology, ethics, ministry formation and praxis, pastoral theology, and preaching and worship. There are policies in place to ensure faculty members possess the training, credentials, and qualifications to provide instruction in the proposed program. CBTS has sufficient library, technology, staff, and financial resources in place to support the proposed program.

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

Columbia College (MO)

- Bachelor of Arts in Human Resource Management in the North Suburban Region

Columbia College (MO) requests authorization to offer the Bachelor of Arts in Human Resource Management in the North Suburban Region. Currently, Human Resource Management is one of several specialties within the Bachelor of Arts or Sciences in Business Administration program. The proposed program will share the same business core as the other business programs but additional coursework will focus on developing skills for managing human capital. This degree is designed for students interested in developing competencies in business acumen, talent acquisition and development, compliance, employee and labor relations, motivation, and compensation and benefits. The 120-hour curriculum includes 38 to 41 general education credits including a three-hour ethics course, nine hours of foreign language and multicultural requirements, 51 hours of business administration core classes, 12 hours of human resource management required courses, six hours of major area electives, and one to four hours of general electives. There are policies in place to ensure faculty members possess the training, credentials, and qualifications to provide instruction in the proposed program. Columbia College (MO) has sufficient library, technology, staff, and financial resources in place to support the proposed program.

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

Lindenwood University – Belleville

- Bachelor of Arts in Interdisciplinary Studies in the Southwestern Region

Lindenwood University – Belleville (the University) requests authorization to offer a Bachelor of Arts (BA) in Interdisciplinary Studies in the Southwestern Region. The BA in Interdisciplinary Studies combines multiple academic areas and prepares students for a wide variety of career paths. The program is designed to give students the necessary tools of critical thinking, perspective, and adaptability to prepare for rapid changes in American and world cultures. The purpose of the program is to provide students with interdisciplinary grounding in the liberal arts tradition, thereby preparing them to make a valuable and diversified contribution to society

regardless of career path. The curriculum of the proposed BA in Interdisciplinary Studies program requires a total of 120 credit hours, including 27 credit hours from selected three areas of concentration, and 42 credit hours of general education courses. All Lindenwood University – Belleville undergraduate degrees also require at least 42 credit hours of upper division courses. 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 Accounting in the Southwestern Region

Lindenwood University–Belleville requests authorization to offer a Bachelor of Science (BS) in Accounting in the Southwestern Region. The proposed BS in Accounting will provide students with a background in business and applied experience in accounting. Students will learn key theoretical concepts and real-world applications of accounting to solve complex issues. The BS in Accounting prepares students to sit for the Uniform Certified Public Accountant exam. The curriculum of the proposed BS in Accounting program requires a total of 120 credit hours, including 27 credit hours of accounting major courses and accounting major electives, 36 credit hours of business core courses, and 42 credit hours of general education courses. The University currently awards a Bachelor of Arts in Accounting, and this program will be expanded to award a Bachelor of Science in Accounting. 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 Finance in the Southwestern Region

Lindenwood University – Belleville requests authorization to offer a Bachelor of Science (BS) in Finance in the Southwestern Region. The proposed BS in Finance was designed to equip students with the skills and knowledge in finance to work in a private industry or sit for the Chartered Financial Analyst exam. Students will learn key theoretical concepts as well as real-world applications of finance to solve problems. The curriculum of the proposed BS in Finance program requires a total of 120 credit hours, including 27 credit hours of finance major courses and finance major electives, 36 credit hours of business core courses, and 42 credit hours of general education courses. The business core courses are shared among all of the Division of Business and Entrepreneurship degrees. These include introductory courses to accounting, finance, international business, management, human resources, marketing, and information systems. The University currently awards a Bachelor of Arts in Finance, and this program will be expanded to award a Bachelor of Science in Finance. Additional math courses and additional elective courses will need to be completed by the student. 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 Marketing in the Southwestern Region

Lindenwood University – Belleville requests authorization to offer a Bachelor of Science (BS) in Marketing in the Southwestern Region. The proposed BS in Marketing was designed to prepare students for a future career in the private industry or to work for a professional marketing firm. The program will provide students with a background in business and applied experience in marketing. The curriculum of the proposed BS in Marketing program requires a total of 120 credit hours, including 36 credit hours of business core courses, 27 credit hours of marketing major

courses and marketing major electives, and 42 credit hours of general education courses. The business core courses are shared among all of the Division of Business and Entrepreneurship degrees. These include introductory courses to accounting, finance, international business, management, human resources, marketing, and information systems. The University currently awards a Bachelor of Arts in Marketing, and this program will be expanded to award a Bachelor of Science in Marketing. Additional math courses and additional elective courses will need to be completed by the student. 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.

National Louis University

- Operating Authority in the Southwestern and Southern Regions

National Louis University (National Louis or the University) requests authorization to operate in the Southern and Southwestern region and to offer face-to-face graduate coursework toward their online Master of Arts in Teaching in Elementary Education in partnership with the Academy for Urban School Leadership and District #189 schools to fulfill its mission of providing high quality education to students while also addressing social justice and community engagement needs. The proposed degree program places local qualified candidates onsite in a residency program wherein students are paired onsite with a master teacher mentor and take coursework from National Louis University faculty in a 60-percent (21 semester hours) online-only format, ten semester hours in teaching practica, and the remaining nine hours of coursework in a hybrid face-to-face/online format. 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 E.

Proprietary Executive Summary

Stautzenberger College DBA Rockford Career College

- Associate of Applied Science in Medical Assistant X-Ray Technician (Limited Scope) in the Fox Valley Region

Stautzenberger College DBA Rockford Career College (the College) requests authorization to offer an Associate of Applied Science in Medical Assistant X-Ray Technician (Limited Scope) in the Fox Valley Region. The program will provide students with training in office administration procedures, technology required in medical offices, and x-ray imaging and techniques. Upon successful completion of the program, graduates will be eligible to take the licensure examination to become a licensed General X-Ray Machine Operator. The curriculum of the proposed program requires completion of a total of 92 quarter credit hours, including 27 quarter hours of general education coursework and six quarter hours of externship. The program requires a 170 contact-hours externship with 160 hours in a local clinic, hospital, or physician's office to provide students with practical and real-life experience working in a medical office environment and practicing professional procedures as required. Due to a change in ownership, Stautzenberger College applied and received Operating and Degree-granting authorization from the Illinois Board of Higher Education in March 2018. Because it offers shorter-term vocational postsecondary certificates as

well as degrees, Rockford Career College is also under the authority of the Private Business and Vocational Schools of the Illinois Board of Higher Education. There are policies in place to ensure faculty members possess the training, credentials, and qualifications to provide instruction in the proposed program. The College has sufficient library, technology, staff, and financial resources in place to support the proposed program.

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

The staff recommends adoption of the following resolutions:

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

The Illinois Board of Higher Education hereby grants to Central Baptist Theological Seminary Authorization to offer the Master of Divinity in the North Suburban Region subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

The Illinois Board of Higher Education hereby grants to Columbia College (MO) Authorization to grant the Bachelor of Arts in Human Resource Management in the North Suburban Region subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

The Illinois Board of Higher Education hereby grants to Lindenwood University–Belleville Authorization to Grant the Bachelor of Arts in Interdisciplinary Studies, Bachelor of Science in Accounting, Bachelor of Science in Finance, and the Bachelor of Science in Marketing 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 National Louis University Authorization to Operate in the Southern and Southwestern Regions 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 Stautzenberger College DBA Rockford Career College Authorization to Grant the Associate of Applied Science in Medical Assistant X-Ray Technician (Limited Scope) in the Fox Valley Region, subject to the institution's implementation and maintenance of the conditions that were presented in its applications and that form the basis upon which this authorization is granted.

Adler University
17 North Dearborn
Chicago, IL 60602
President: Dr. Raymond E. Crossman

Proposed Program Title in the Region of Authorization: Master of Arts in Organizational Leadership in the Chicago Region

Projected Enrollments and Degrees: Adler University projects that enrollment in the proposed Master of Arts in Organizational Leadership will grow from 20 students in the first year to 126 students in the fifth year. The University has projected that approximately 52 degrees will be awarded in this program in its fifth year.

Institutional Accreditation: Adler University is accredited by the Higher Learning Commission since 1978 and received ten-year re-accreditation in 2011.

Background and History

Adler University (the University) is a private nonprofit 501(c)3 institution offering 20 graduate-level degree programs in psychology, social work, public affairs and administration, and community health and advocacy programs in Chicago, Vancouver, and online. Adler University is named after Alfred Adler, a physician, psychotherapist, and founder of Adlerian (or individual) psychology, and who was a pioneer community psychologist who held equality, civil rights, mutual respect, and the advancement of democracy as core values. Adler University was founded by Rudolf Dreikurs, a follower of Adler's, in 1952 as the Institute of Adlerian Psychology. The institution has subsequently undergone a number of name changes: Alfred Adler Institute of Chicago (1954); Adler School of Professional Psychology (1991); and finally today's name of Adler University. The Chicago campus currently offers 12 graduate degrees on the physical campus (*Adler University History*). With this application, Adler University seeks authorization to offer a Master of Arts in Organizational Leadership in the Chicago region.

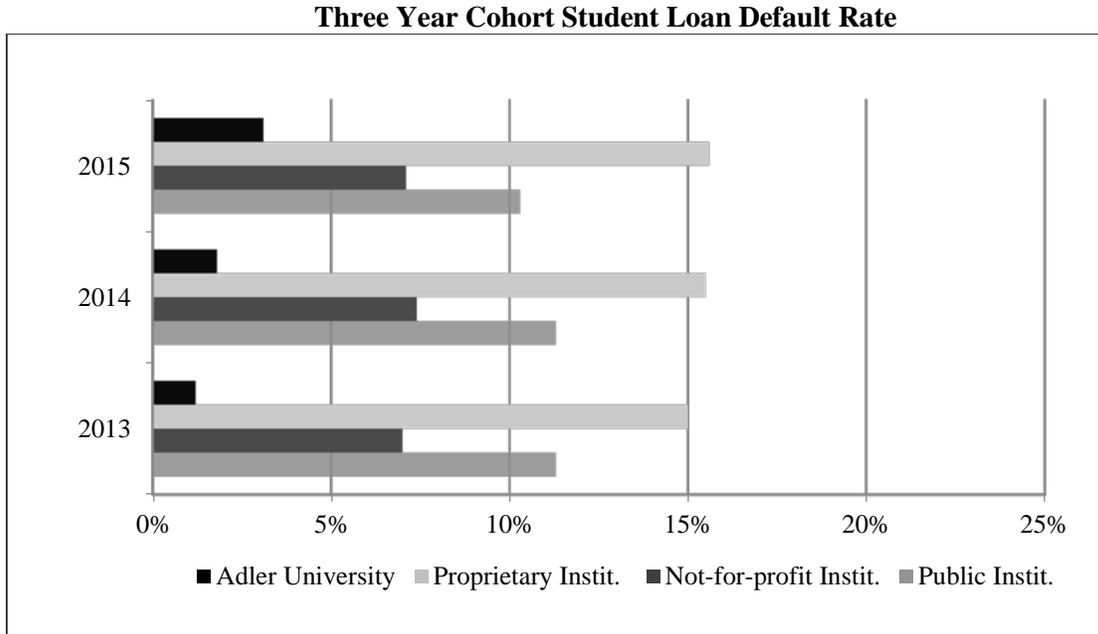
Institutional Data

1030.30(a)(3)(F): Success in student progression and graduation across all existing approved programs, 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, certificate and degree completion rates, retention rates, and pass rates for licensure and certification aligned with thresholds set by State or national regulatory bodies; and (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 success measures are not provided because Adler University has not yet offered an undergraduate degree program to a cohort of first-time full time students.



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

Student Loan Default Rate

The three-year student loan default rate for Adler University was 1.2 percent in 2013, 1.8 percent in 2014, and 3.1 percent in 2015. The three-year cohort student loan default rate is the percentage of a school’s borrowers who enter repayment on certain Federal Family Education Loan Program or William D. Ford Federal Direct Loan Program loans during a particular federal fiscal year, October 1 to September 30, and default or meet other specified conditions prior to the end of the second following fiscal year. The U.S. Department of Education stated that the Fiscal Year 2015 three-year national cohort default rate was 10.8 percent. The Fiscal Year 2015 three-year national cohort average default rate breakdown by institutional sector is: 10.3 percent for public institutions; 7.1 percent for not-for-profit institutions; and 15.6 percent for proprietary institutions.

Mission and Objectives

1030.60(a)(2): The objectives of the certificate or degree program must be consistent with what the degree program title implies.

1030.60(a)(3): The requested certificate or degree program shall be congruent with the purpose, goals, objectives and mission of the institution.

Adler University’s mission is to “continue the pioneering work of the first community psychologist Alfred Adler by graduating socially responsible practitioners, engaging communities,

and advancing social justice.” The program objectives of the proposed Master of Arts in Organizational Leadership is aligned with the mission of Adler University and is consistent with what the degree program title implies.

Curriculum/Assessment

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

Admission Requirements

For admission to the proposed degree program, applicants must have a baccalaureate degree from an accredited institution or an equivalent academic degree from an international college or university and a GPA of 3.0 or better (on a 4.0 scale) in their baccalaureate degree. No disciplinary prerequisite is required for admission to the proposed degree program. For students with a GPA between 2.5 and 2.99, conditional admission may be granted based on additional supporting materials including at least two letters of recommendation from a current professor, supervisor, and someone who can attest to the applicant’s ability to be successful in a graduate program. Students may not transfer credit from other institutions.

Curriculum

Master of Arts in Organizational Leadership

The Master of Arts in Organizational Leadership requires students to complete 36 semester credit hours, including 22 hours of core courses, nine hours of elective courses, and two hours of social justice practica. Students will take courses in Leadership and Management Philosophies, Organization Culture and Design, Research Methods, Leading High Impact Teams, Innovation Process, Leadership Assessment and Feedback Coaching, Entrepreneurship, Adlerian Theory in Socially Responsible Practice, and Social Justice Practicum. Students will elect either a project-based capstone or a thesis to demonstrate competencies developed in the program. Graduates will be prepared to influence the world as scholars, practitioners, or entrepreneurs by having the ability to impact organizational and system transformation; innovate across commercial, public, and social contexts; build solutions for complex social challenges; and translate leadership theories into real-world management and socially responsible practice. The proposed program provides pathways for students to become practitioners or scholars of organizational leadership and associated research.

Assessment of Student Learning

Adler University has established policies and practices in place for the assessment of student learning. The institution’s approach incorporates direct and indirect measures administered periodically throughout each academic program. Direct assessment measures for the proposed online Master of Arts in Organizational Leadership include course-level learning assignments, which are mapped to the programmatic learning outcomes; completion and evaluation of students in the first-year Social Justice Practicum; and faculty evaluations of students’ capstone projects or theses. Student progress is monitored on a weekly basis to ensure engagement with course content.

Program Assessment

Adler 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 proposed program's Program Learning Outcomes align with the institution's mission and values. The institution requires programs to conduct periodic comprehensive reviews, including admission data and enrollment trends, graduation and retention rates, students' own satisfaction ratings via the Noel-Levitz "priorities Survey for Online Learners," alumni surveys, and employment of graduates, to assess students' acquisition of program competencies. Program-level assessments, which include direct and indirect assessments, are compiled into a report and submitted to a collaborative review chain of program faculty, invited external reviewers, and University administration, which then provides feedback and recommendations to implement program change, as necessary, ensuring implementation of Adler's mission and stewardship of its programs and resources. Adler University Board of Trustees assesses the program in relation to other programs at the University regarding fit with the University mission, quality of the faculty, student resources, and funding for further program development, and posts the Program Review on the University website for public access.

The Student Learning Outcomes Assessment Program occurs in each program on an annual basis and is part of a broader institutional review process required by Adler University. Faculty in each of the programs are responsible for developing and utilizing the student learning outcomes and associated measures to revise program outcomes, curriculum, and student learning outcomes. Results of the proposed program's assessments will demonstrate its strengths, areas for improvement, and plans for the future. Online courses at Adler University are evaluated for adherence to term hour requirements and equivalence between online and on-ground versions of individual courses through a workload calculator.

The proposed Master of Arts in Organizational Leadership will follow these existing protocols for continuous improvement. Program assessment oversight is coordinated by the Executive Dean of Adler University' Online Campus.

Facilities (space, equipment, instructional materials)

1030.60(a)(5): The institution shall have adequate and suitable space, equipment and instructional materials to support institutional programs.

Adler University will offer the proposed Master of Arts in Organization Leadership online through its Online Campus. The institution has a new (as of 2010) location on Dearborn in Chicago, a commercial building in the Chicago Loop, in 100,000 square feet of renovated space. The relocation more than doubled the size of the campus and provided a significant upgrade to services by improving the quantity and quality of classrooms, classroom technology, faculty offices, informal space, library space, and faculty/student access to technology.

Adler University's Chicago campus library, the Harold and Birdie Mosak Library, is the hub of the Adler University Library System, where librarians work with students and faculty at all campuses to make the fullest use of academic resources for research and curricular needs. In addition to being a governing member of the Consortium of Academic and Research Libraries in Illinois, the library offers full-text electronic content from more than 56,000 unique journal titles, more than 379,000 electronic books, more than 3,700 digital media, and several newspaper collections. The Harold and Birdie Mosak Library's print collection includes 14,300 circulating

volumes, more than 130 print journal titles, and more than 800 instructional audiovisual materials. Adler University has budgeted for faculty selected publications for the proposed degree program.

Students and faculty of the Online Campus have access to all electronic resources and can obtain print materials through Interlibrary loan. As well, individual research consultations, online orientations, faculty meetings, and other library assistance are available to online students and faculty via phone, email, and Skype. Further, the Distance Education Librarian, who collaborates with the Online Education instructional design staff to integrate Library services and resources into course design and review, provides leadership, planning, assessment, and delivery of library services for online students and faculty equivalent to those provided on campus.

Faculty and Staff

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

Adler University has established policies to ensure that faculty members possess the training, credentials, and other required qualifications to provide quality instruction to students. The institution also has established policies to evaluate faculty and provide feedback on student learning outcomes.

Fiscal and Personnel Resources

1030.60(a)(8): Fiscal and personnel resources shall be sufficient to permit the institution to meet obligations to continuing programs while assuming additional resource responsibilities for the new certificate or degree program.

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

Accreditation/Licensure

No specialized accreditation is required for the Master of Arts in Organizational Leadership.

Program Information

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

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

Staff Conclusion

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

Central Baptist Theological Seminary
1266 North Northwest Highway
Park Ridge, IL 60068
President: Dr. Molly T. Marshall

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

Projected Enrollment: Central Baptist Theological Seminary projects enrollment of ten students in the first year, increasing to 40 by the fifth year.

Institutional Accreditation: Central Baptist Theological Seminary is accredited by the Higher Learning Commission since 1979 and the Association of Theological Schools (ATS) since 1962.

Background and History

Central Baptist Theological Seminary (CBTS or the Seminary) seeks authorization to offer a Master of Divinity in the North Suburban Region. CBTS was chartered in the State of Kansas in August 1901 and began offering classes the same fall. The Seminary obtained its first property in December 1901 in Kansas City, Kansas, and remained there for the first 105 years of its existence. In 2005, CBTS began establishing teaching centers in strategic locations in the United States to provide theological training to students unable to move to the Kansas City area; and in 2006, the Seminary relocated its main campus to the current location in Shawnee, Kansas. CBTS has other teaching centers throughout the nation, including three in the Midwest: Ann Arbor, Michigan; Milwaukee, Wisconsin; and St. Louis, Missouri. CBTS offers Doctor of Ministry, Master of Divinity, Master of Arts in Theological Studies, and a Diploma in Theological Studies. The Seminary already offers classes for its diploma program at the Park Ridge, Illinois, location through a religious exemption from the Illinois Board of Higher Education's (IBHE) Private Business and Vocational Schools unit, and obtained operating authority in the North Suburban Region in September 2018.

Institutional Data

1030.30(a)(3)(F): Success in student progression and graduation across all existing approved programs, 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, certificate and degree completion rates, retention rates, and pass rates for licensure and certification aligned with thresholds set by State or national regulatory bodies; and (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 success measures and default rates are not provided because the Seminary does not offer an undergraduate degree program or participate in the Federal Direct Loan program.

Mission and Objectives

1030.60(a)(2): The objectives of the certificate or degree program must be consistent with what the degree program title implies.

1030.60(a)(3): The requested certificate or degree program shall be congruent with the purpose, goals, objectives and mission of the institution.

The proposed program is in alignment with the overall mission, goals, and objectives of the Central Baptist Theological Seminary. The requested degree title reflects the degree program objectives and curriculum.

Curriculum/Assessment

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

Admission Requirements

Prospective students seeking the Master of Divinity (M.Div.) degree at CBTS must have earned a baccalaureate degree or its equivalent from an institution that is accredited by an agency recognized by the U.S. Department of Education with a GPA of 2.3 or higher on a 4.0 scale. Applicants must submit the following materials in order to be considered for admission: a completed and signed application; a \$50 application fee; three character references; admission essay; church/denominational/organizational endorsement form; and official transcript of a baccalaureate degree from an institution of higher education accredited by an agency recognized by the U.S. Department of Education or the demonstrated educational equivalent of an accredited or approved North American baccalaureate degree. According to ATS guidelines, as many as 15 percent of M.Div. students may be admitted without a baccalaureate degree or its equivalent. In this case, applicants would first enroll in the Diploma program. After completing classes in the Diploma program, students may petition the Faculty Senate to move to the M.Div. program. Students transferring from other theological schools accredited by ATS must meet regular admission requirements and may transfer up to 50 credits from other ATS-accredited schools if approved during a transfer credit evaluation.

Student candidates for the M.Div. program must meet English or Korean language requirements, although the proposed program specifically caters to Korean-language students. Students whose first language is not English must achieve a 77+ score on the internet-based TOEFL or, in the case of the Korean-language program, a student's first language must be Korean and they must demonstrate their language capability through the required admissions essay.

Curriculum

The M.Div. degree requires students to complete 75 semester credit hours, including 63 hours of required coursework and 12 elective credits. Courses cover topics such as biblical studies, history and theology, ethics, ministry formation, preaching and workshop, pastoral theology, and ministry praxis. In addition to their coursework, students must complete two terms of field education including eight to ten hours of field experience per week in conjunction with two courses. Graduates will be prepared for work as a pastor or associate pastor, education minister/director, youth minister, musician or liturgist, spiritual director, chaplain, or pastoral counselor.

Assessment of Student Learning

CBTS has established policies and practices in place for the assessment of student learning. The institution's approach incorporates direct and indirect measures administered periodically throughout the academic program. Students must participate in class meetings including 80 percent class attendance for face-to-face classes or the equivalent for online classes. Direct assessment measures include: course-level learning assignments; discussion board assignments; group projects; and required online group activities. Students must complete the program with a cumulative GPA of 2.0 or higher. Indirect assessments include: formal student evaluations of faculty and courses; retention; graduation and time-to-completion rates; placement rates; graduate exit surveys; and alumni surveys.

Program Assessment

CBTS 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 CBTS faculty is responsible for evaluating the effectiveness of the M.Div. program. Faculty members conduct an annual review of data related to program learning outcomes, student outcomes, and student success. Upon review of the relevant data, the faculty make recommendations for program improvement. The Faculty Senate has oversight over all curricula and programs, including web-based courses and programs. Curricular and program changes require approval of the Senate which meets monthly to review any requested changes. The proposed program will follow these existing protocols for continuous improvement.

Facilities (space, equipment, instructional materials)

1030.60(a)(5): The institution shall have adequate and suitable space, equipment and instructional materials to support institutional programs.

The Seminary has secured a lease with the First Baptist Church of Park Ridge, located at 1266 North Northwest Highway, Park Ridge, Illinois 60068. The church has two large gathering spaces, an open activity space, and 12 classrooms furnished with chairs, tables, presentation boards, and audio visual equipment. The Seminary has no plans to add or alter the physical structure of the church. CBTS licenses Microsoft Office's 365 platform, and all M.Div. students will have web-based access to Microsoft Office products. Other educational platforms relevant to student needs, including Zoom, are web-based and available through any computer with an internet connection and web browser. Students and faculty will provide their own computers, and the Seminary uses third-party vendors to maintain the security and support for all web-based systems. The Seminary retains the services of Integrity IT Solutions to manage any computer hardware needs of faculty and students, and integrates Freshdesk into its support processes to monitor the type, amount, and frequency of technology-related questions.

The Seminary will not maintain physical library holdings at the teaching center, but students will have ample access to online and on-ground library resources. The Seminary provides access to students through its library website and webmail/Office 365 account to 12 databases including EBSCOhost and ProQuest. Furthermore, through CBTS's membership in the American Theological Library Association, Illinois students will have borrowing privileges at nine academic libraries in the Chicago metro area.

Faculty and Staff

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

The Seminary has established policies to ensure that faculty members possess the training, credentials, and other required qualifications to provide quality instructions to students. The Seminary also has established policies to evaluate faculty and provide feedback on student learning outcomes.

Fiscal and Personnel Resources

1030.60(a)(8): Fiscal and personnel resources shall be sufficient to permit the institution to meet obligations to continuing programs while assuming additional resource responsibilities for the new certificate or degree program.

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

Accreditation/Licensure

No specialized accreditation is required for the Master of Divinity program.

Program Information

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

The Seminary submitted detailed and adequate information on its academic policies; tuition, fees, and refund policies; admissions procedures; and other relevant information necessary for prospective students to make informed decisions on enrollments.

Staff Conclusion

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

Columbia College (MO)
1001 Rogers Street
Columbia, MO 65216
President: Dr. Scott Dalrymple

Proposed Program Title in the Region of Authorization: Bachelor of Arts in Human Resource Management in the North Suburban Region.

Projected Enrollment: Columbia College (MO) projects enrollment of 34 students in the first year, increase to 43 by the fifth year.

Institutional Accreditation: Columbia College has been accredited by the Higher Learning Commission since 1918.

Background and History

Columbia College (the College) is an independent nonprofit institution founded in 1851 as a Christian Female College, the first women's college west of the Mississippi River to be chartered by a state legislature. The college changed its name to Columbia College in 1970 when it transitioned from a two-year women's college to a four-year coeducational college. While retaining a covenant with the Christian Church, the college is a nonsectarian school welcoming students of all religious denominations. The College serves 29,000 students through a network of 30 on-ground and online locations nationwide, and just under 2,000 students in Illinois. Columbia College first obtained operating authority in Illinois in 1973, and during the 1980s became known as Columbia College (MO) to distinguish it from Columbia College of Chicago. The College is currently authorized to offer ten degrees at five locations in three regions: North Suburban; Fox Valley; and Western Illinois. The College already offers Bachelor of Arts and Sciences degrees in Business Administration with a specialization in Human Resource Management. With this application, the College seeks authorization to offer a Bachelor of Arts in Human Resource Management in the North Suburban region.

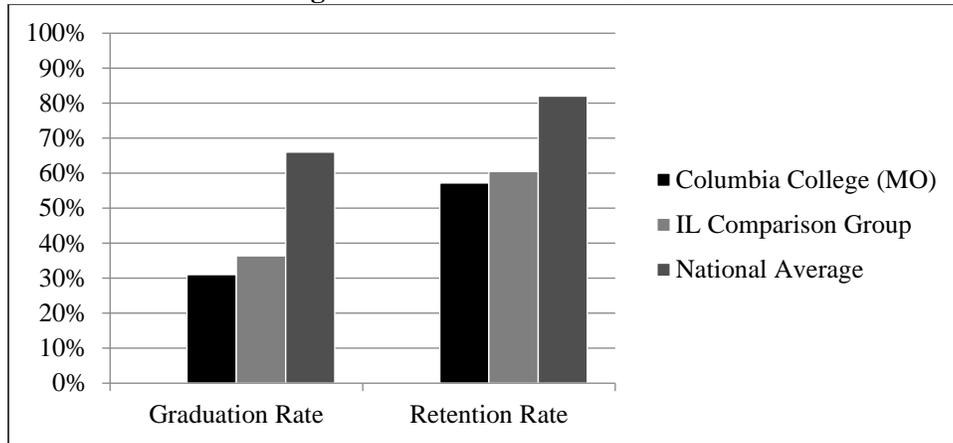
Institutional Data

1030.30(a)(3)(F): Success in student progression and graduation across all existing approved programs, 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, certificate and degree completion rates, retention rates, and pass rates for licensure and certification aligned with thresholds set by State or national regulatory bodies; and (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: Columbia College (MO) is in the baccalaureate inclusive Illinois comparison group. Higher percentages are positive indicators.

Undergraduate Graduation Rate

Columbia College (MO)'s 2015-2016 graduation rate was 31 percent. The national 2015 average graduation rate for private not-for-profit four-year institutions was 66 percent, for-profit four-year institutions was 26 percent, public institutions was 59 percent, and the average among comparable Illinois institutions was 36.2 percent. The graduation rate measures the rate at which entering freshmen graduate within 150 percent of normal program length. Data are provided for six-year graduation rates for first-time, full-time bachelor's degree-seeking students and three-year graduation rates for full-time associate degree-seeking students. The national standard for graduation rates is reported annually by the National Center for Education Statistics (NCES).

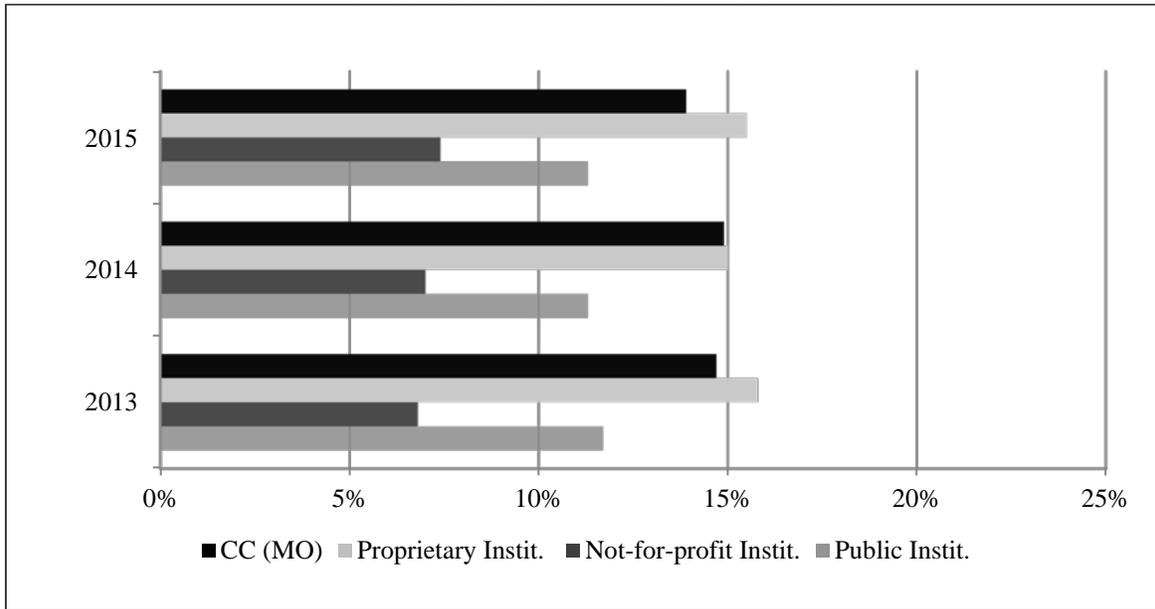
Undergraduate Retention Rate

Columbia College (MO)'s 2015-2016 retention rate was 57.2 percent. The national 2015 average graduation rate for private not-for-profit four-year institutions was 82 percent, for-profit four-year institutions was 56 percent, public institutions was 81 percent, and the average among comparable Illinois institutions was 60.5 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

Columbia College (MO)'s 2015-2016 completions per 100 full-time equivalent enrollment (FTE) rate was 41. The average among comparable Illinois institutions was 29.4. 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: Columbia College (MO) is a not-for-profit institution. A lower number is a positive indicator

Student Loan Default Rate

The three-year student loan default rate for Columbia College (MO) was 13.9 percent in 2015, 14.9 percent in 2014, and 14.7 percent in 2013. The three-year cohort student loan default rate is the percentage of a school's borrowers who enter repayment on certain Federal Family Education Loan Program or William D. Ford Federal Direct Loan Program loans during a particular federal fiscal year, October 1 to September 30, and default or meet other specified conditions prior to the end of the second following fiscal year. The U.S. Department of Education stated that the Fiscal Year 2015 three-year national cohort default rate was 10.8 percent. The Fiscal Year 2015 three-year national cohort average default rate breakdown by institutional sector is: 10.3 percent for public institutions; 7.1 percent for not-for-profit institutions; and 15.6 percent for proprietary institutions.

Mission and Objectives

1030.60(a)(2): The objectives of the certificate or degree program must be consistent with what the degree program title implies.

1030.60(a)(3): The requested certificate or degree program shall be congruent with the purpose, goals, objectives and mission of the institution.

Columbia College (MO)'s mission is to improve lives by providing quality education to both traditional and nontraditional students, helping them achieve their true potential. The program objectives of the BA in Human Resource Management program are aligned with the mission of the College.

Curriculum/Assessment

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

Admission Requirements

For the Bachelor of Arts (BA) in Human Resource Management, applicants must complete the application for admission and present official high school transcripts with a 2.5 or higher high school GPA, or the successful completion of the GED, or evidence of satisfactory college work. If applicable, applicants should have official score reports (Advance Placement, College Level Examination Program, or DSST Credit-by-Exam Program) mailed directly to the Office of the Registrar. To be considered for transfer, applicants must meet the same requirements and have official transcripts from all previous colleges and universities mailed directly to the Office of the Registrar. There is no limit to the number of credits a student may transfer, but if courses do not meet program requirements, the student would need to complete the coursework for the major at the College.

Curriculum

Bachelor of Arts in Human Resource Management

The BA in Human Resource Management requires students to complete 120 semester credit hours: 38 to 41 hours of general education courses including a three-hour ethics course requirement; six hours of foreign language; a three-hour multicultural course; 51 hours of core courses covering topics such as business, accounting, economics, finance, statistics, management, and marketing; 12 hours of major required courses covering human resource topics; six hours of major electives with options such as communication, cross-cultural management, labor relations, law, industrial psychology, and social psychology; and one to four general elective credit hours. In order to graduate, students must take part in a culminating evaluation of the core-course outcomes during their last 30 hours; completion of MGMT 479 – Strategic Management with a C or higher satisfies this culminating requirement for all business majors. Students must complete at least 30 credits at Columbia College in order to graduate from the College. Graduates will be prepared to serve as human resource professionals with broad competencies in business acumen, talent acquisition and development, compliance, employee and labor relations, motivation, compensation and benefits, and human resource systems.

Assessment of Student Learning

Columbia College (MO) has established policies and practices in place for the assessment of student learning. The institution's approach incorporates direct and indirect measures administered periodically throughout the academic program. Direct assessment measures include quizzes, written exams, research papers, group projects, and other course-level assignments. Indirect assessments include formal student evaluations of faculty and courses and informal discussions with students to determine their satisfaction with the courses.

Program Assessment

The College 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 faculty collaboratively prepare an assessment plan for their programs every three years. Data collected include course

evaluations and six-month post-graduation surveys to assess students' status with respect to employment and/or graduate school and their level of satisfaction with the degree program. Each fall semester, program faculty meet and discuss the meaning of the collected data, and the department chair or designee then writes a report including results of the data analysis and decisions made to improve learning. The Department of Business Administration will administer the program and provide the required documentation and data necessary during the review to demonstrate the program's strengths, areas for improvement, and plans for the future. The proposed program will follow these existing protocols for continuous improvement.

Facilities (space, equipment, instructional materials)

1030.60(a)(5): The institution shall have adequate and suitable space, equipment and instructional materials to support institutional programs.

The proposed program will be delivered at the Crystal Lake campus located at 446 North Route 31, Crystal Lake, Illinois 60012, in the North Suburban region. The 5,200 square foot building consists of seven classrooms, a testing center, two computer laboratories, a student lounge, and administrative offices. Technology support for online courses is provided by the Columbia College helpdesk or the Desire2Learn helpdesk by email or phone which is offered 24 hours a day.

Columbia College's J.W. and Lois Stafford Library (the Library) in Columbia, Missouri, serves as the College's primary library. The Library is accessible to all students via the internet 24 hours/day using their student ID, and librarians are available to answer questions via email, chat, text, or phone 94 hours/week during the spring and fall semesters and 84 hours/week during the summer session. The Stafford Library collection contains more than 60 online databases with full-text and indexed articles from professional journals, legal publications, newspapers and magazines.

Faculty and Staff

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

Columbia College (MO) has established policies to ensure that faculty members possess the training, credentials, and other required qualifications to provide quality instructions to students. The College also has established policies to evaluate faculty and provide feedback on student learning outcomes.

Fiscal and Personnel Resources

1030.60(a)(8): Fiscal and personnel resources shall be sufficient to permit the institution to meet obligations to continuing programs while assuming additional resource responsibilities for the new certificate or degree program.

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

Accreditation/Licensure

No specialized accreditation is required for the BA in Human Resource Management; however, the College provided a timeline to seek accreditation with the International Accreditation Council for Business Education.

Program Information

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

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

Staff Conclusion

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

Lindenwood University – Belleville
2600 West Main Street
Belleville, IL 62226-6651
President: Dr. Michael D. Shonrock

Proposed Program Title in Region of Authorization: Bachelor of Arts in Interdisciplinary Studies in the Southwestern Region

Projected Enrollments: Lindenwood University – Belleville projects enrollments in this program will increase from 42 students in the first year to 111 in the fifth year of operation.

Proposed Program Title in Region of Authorization: Bachelor of Science in Accounting in the Southwestern Region

Projected Enrollments: Lindenwood University – Belleville projects enrollments in this program will increase from five students in the first year to 14 in the fifth year of operation.

Proposed Program Title in Region of Authorization: Bachelor of Science in Finance in the Southwestern Region

Projected Enrollments: Lindenwood University – Belleville projects enrollments in this program will increase from three students in the first year to 12 in the fifth year of operation.

Proposed Program Title in Region of Authorization: Bachelor of Science in Marketing in the Southwestern Region

Projected Enrollments: Lindenwood University – Belleville projects enrollments in this program will increase from six students in the first year to 14 in the fifth year of operation.

Institutional Accreditation: Lindenwood University is regionally accredited by the Higher Learning Commission (HLC). In 2011, the HLC granted Lindenwood University – Belleville full campus status as part of the main campus located in St. Charles, Missouri.

Background and History

Lindenwood University (the University) is an independent, non-for-profit institution founded in 1827. The Belleville campus was established in 2003 as an extension location of the main campus originally founded in St. Charles, Missouri. Lindenwood University – Belleville is a full-service campus offering over 20 traditional undergraduate degrees as well as evening graduate programs. The campus enrolls over 1,254 undergraduate students and 165 graduate students. With this application, Lindenwood University – Belleville is seeking authority to offer a Bachelor of Arts (BA) in Interdisciplinary Studies, Bachelor of Science (BS) in Accounting, Bachelor of Science in Finance, and a Bachelor of Science in Marketing in the Southwestern Region.

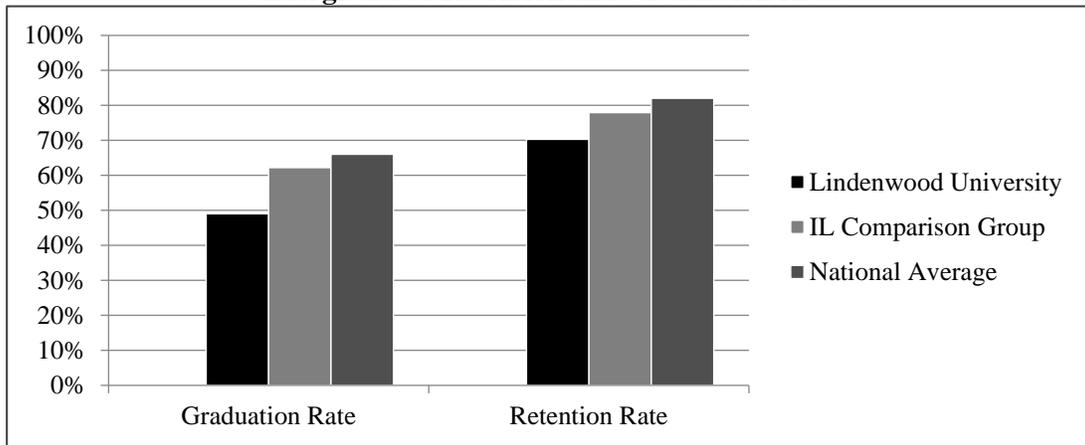
Institutional Data

1030.30(a)(3)(F): Success in student progression and graduation across all existing approved programs, 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, certificate and degree completion rates, retention rates, and pass rates for licensure and certification aligned with thresholds set by State or national regulatory bodies; and
(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: Lindenwood University is in the four year competitive enrollment Illinois comparison group. Cohort is based on those seeking bachelor’s degree only. Higher percentages are positive indicators.

Undergraduate Graduation Rate

Lindenwood University’s 2015-2016 graduation rate was 49 percent. The national 2015 average graduation rate for private not-for-profit four-year institutions was 66 and the average among comparable Illinois institutions was 62.2 percent. The graduation rate measures the rate at which entering freshmen graduate within 150 percent of normal program length. Data are provided for six-year graduation rates for first-time, full-time bachelor’s degree-seeking students and three-year graduation rates for full-time associate degree-seeking students. The national standard for graduation rates is reported annually by the National Center for Education Statistics (NCES).

Undergraduate Retention Rate

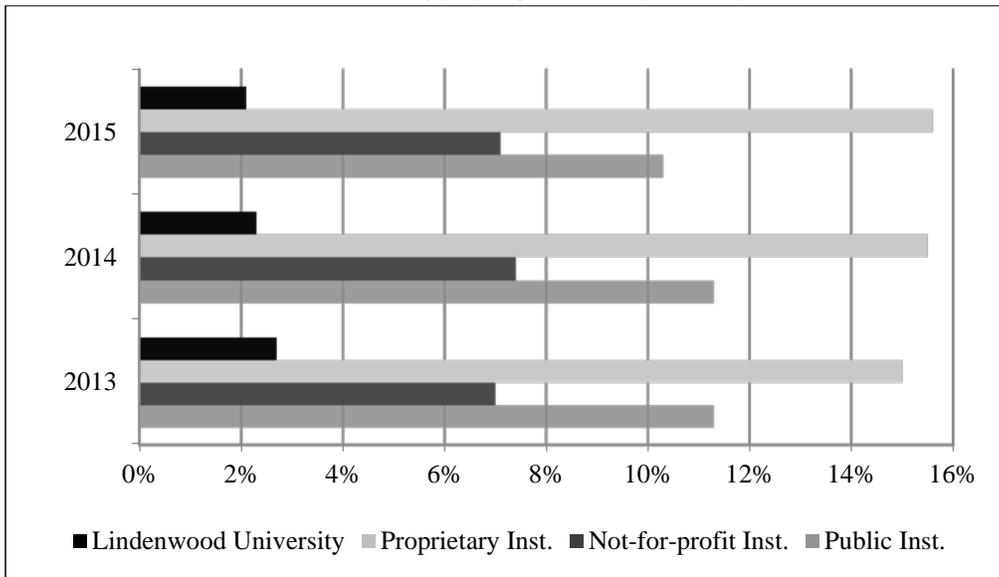
Lindenwood University’s 2015-2016 retention rate was 70.3 percent. The national 2015 average graduation rate for private not-for-profit four-year institutions was 82 percent and the average among comparable Illinois institutions was 77.9 percent. Retention rates examine the

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

Lindenwood University’s 2015-2016 completions per 100 full-time equivalent enrollment (FTE) rate was 22. The average among comparable Illinois institutions was 24.8. 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: Lindenwood University is a not-for-profit institution. A lower number is a positive indicator.

Student Loan Default Rate

The three-year student loan default rate for Lindenwood University was 2.1 percent in 2015, 2.3 percent in 2014, and 2.7 percent in 2013. The three-year cohort student loan default rate is the percentage of a school’s borrowers who enter repayment on certain Federal Family Education Loan Program or William D. Ford Federal Direct Loan Program loans during a particular federal fiscal year, October 1 to September 30, and default or meet other specified conditions prior to the end of the second following fiscal year. The U.S. Department of Education stated that the Fiscal Year 2015 three-year national cohort default rate was 10.8 percent. The Fiscal Year 2015 three-year national cohort average default rate breakdown by institutional sector is: 10.3 percent for public institutions; 7.1 percent for not-for-profit institutions; and 15.6 percent for proprietary institutions.

Mission and Objectives

1030.60(a)(2): The objectives of the certificate or degree program must be consistent with what the degree program title implies.

1030.60(a)(3): The requested certificate or degree program shall be congruent with the purpose, goals, objectives and mission of the institution.

The goals and objectives of the proposed degree programs are in alignment with the overall mission of the University. The proposed degree programs are congruent with Lindenwood University – Belleville’s mission to enhance “lives through quality education and professional preparatory experiences.” In addition, the University is committed to principal values that include integrity, dedication, excellence, creativity, and community.

Curriculum/Assessment

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

Admission

Admission requirements for the proposed programs are the same as the requirements for admission to the institution. To be admitted to the University’s undergraduate programs, an applicant must provide official transcripts indicating graduation from a high school or from a home school program. A GED certificate may be provided in lieu of the high school transcript. Candidates who do not have a high school diploma or its recognized equivalent and who meet the requirements outlined by the U.S. Department of Education may submit, in lieu of such documents, a passing score on the Ability to Benefit (COMPASS) exam; ACT or SAT scores; and official college transcript(s) from all institutions attended. Transfer students applying for undergraduate semester programs with less than 24 hours of transferable college credit are also required to meet the freshmen admissions standards by submitting official test scores and high school transcripts.

Curriculum

Bachelor of Arts in Interdisciplinary Studies

The proposed BA in Interdisciplinary Studies combines multiple academic areas and prepares students for a wide variety of career paths. The program is designed to give students the necessary tools of critical thinking, perspective, and adaptability to prepare for rapid changes in American and world cultures. The purpose of the program is to provide students with interdisciplinary grounding in the liberal arts tradition, thereby preparing them to make a valuable and diversified contribution to society regardless of career path. The program provides students with a range of skills that are needed in today's corporate and non-profit worlds, as well as in the federal, state, and local government sectors. The curriculum of the proposed BA in Interdisciplinary Studies program requires a total of 120 credit hours, including 27 credit hours from selected three areas of concentration, and 42 credit hours of general education courses. All Lindenwood University – Belleville undergraduate degrees also require at least 42 credit hours of upper division coursework.

Bachelor of Science in Accounting

The proposed BS in Accounting will provide students with a background in business and applied experience in accounting. Students will learn key theoretical concepts and real-world applications of accounting to solve complex issues. The BS in Accounting prepares students to sit for the Uniform Certified Public Accountant exam. The curriculum of the proposed BS in Accounting program requires a total of 120 credit hours, including 27 credit hours of accounting major courses and accounting major electives, 36 credit hours of business core courses, and 42 credit hours of general education courses. The University currently awards a Bachelor of Arts in Accounting, and this program will be expanded to award a Bachelor of Science in Accounting. Additional math courses and additional elective courses will need to be completed by the student.

Bachelor of Science in Finance

The proposed BS in Finance was designed to equip students with the skills and knowledge in finance to work in a private industry or be prepared for the Chartered Financial Analyst exam. Students will learn key theoretical concepts as well as real-world applications of finance to solve problems. The curriculum of the proposed BS in Finance program requires a total of 120 credit hours, including 27 credit hours of finance major courses and finance major electives, 36 credit hours of business core courses, and 42 credit hours of general education courses. The business core courses are shared among all of the Division of Business and Entrepreneurship degrees. These include introductory courses to accounting, finance, international business, management, human resources, marketing, and information systems. The University currently awards a Bachelor of Arts in Finance, and this program will be expanded to award a Bachelor of Science in Finance. Additional math courses and additional elective courses will need to be completed by the student.

Bachelor of Science in Marketing

The proposed BS in Marketing was designed to prepare students for a future career in the private industry or to work for a professional marketing firm. The program will provide students with a background in business and applied experience in marketing. The curriculum of the proposed BS in Marketing program requires a total of 120 credit hours, including 36 credit hours of business core courses, 27 credit hours of marketing major courses and marketing major electives, and 42 credit hours of general education courses. The business core courses are shared among all of the Division of Business and Entrepreneurship degrees. These include introductory courses to accounting, finance, international business, management, human resources, marketing, and information systems. The University currently awards a Bachelor of Arts in Marketing, and this program will be expanded to award a Bachelor of Science in Marketing. Additional math courses and additional elective courses will need to be completed by the student.

Assessment of Student Learning

Lindenwood University – Belleville has established policies and practices in place for the assessment of student learning. The institution's approach incorporates direct and indirect measures administered periodically throughout the academic programs. The evaluation instruments include assignments, quizzes, tests, research papers, presentations, comprehensive examinations, capstone projects, and optional internships. These direct assessment measures will provide meaningful feedback to students on their progress through each degree program. The indirect measures include students' faculty and course evaluations, student satisfaction surveys, and graduate exit surveys. The results of the assessments are used to improve degree programs as needed.

Program Assessment

The University is committed to regular assessment of its courses, majors, programs, and degrees. The University developed a set of Institutional Learning Outcomes (ILOs), which is central to the educational spectrum at the institution, including the general education curriculum, major programs of study, and co-curricular experiences. These ILOs are used to assess the overall effectiveness of programs and degrees. The four established ILOs target specific outcomes including to ensure that graduates have broad, integrative, and specialized knowledge; essential habits of mind; communicative fluency; and effective problem-solving skills. Lindenwood University – Belleville faculty draw from many sources of evidence for making program improvements, including annual program assessment, program review, student satisfaction survey results, enrollment data, course evaluations, and the latest best-practice developments in their fields. Every seven years, each degree program implements a comprehensive program review. In addition to the scheduled program review, each program must complete a yearly assessment report.

Facilities (space, equipment, instructional materials)

1030.60(a)(5): The institution shall have adequate and suitable space, equipment and instructional materials to support institutional programs.

Lindenwood University – Belleville has adequate facilities for the proposed programs, including 38 multi-purpose instructional classrooms, science labs, library, the Senator Alan J. Dixon Student Center, computer labs, and a student counseling and resource center that focus on student development and career needs. As more programs are planned and approved, more facilities will be completed to meet the needs of the students. In addition to these facilities, the University has a variety of facilities for student housing, dining and lounging, and recreation purposes. The library offers the typical library services found in an academic library: reference, circulation, inter-library loan, individualized and group bibliographic instruction, internet access, a library website, wireless access, printing, and photocopying. The library is a member of MOBIUS, which is a statewide consortium of 72 academic and five major public library systems in the State of Missouri. Membership in the consortium provides users access to a collection of over 27 million items from participating libraries across the state. MOBIUS gives students, faculty, and staff physical and electronic access to virtually every academic library collection in the State of Missouri.

Faculty and Staff

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

Lindenwood University – Belleville has established policies to ensure that faculty members possess the training, credentials, and other required qualifications to provide quality instructions to students. The University also has established policies to evaluate faculty and provide feedback on student learning outcomes.

Fiscal and Personnel Resources

1030.60(a)(8): Fiscal and personnel resources shall be sufficient to permit the institution to meet obligations to continuing programs while assuming additional resource responsibilities for the new certificate or degree program.

The University has submitted five-year fiscal plans that show net revenue will be negative for the five years of operation for most of the programs. The negative projected revenue was due to inclusion of other campus wide expenses. The University has sufficient funds to implement the proposed programs.

Accreditation/Licensure

No specialized accreditation is required for the BA in Interdisciplinary Studies. The Accreditation Council for Business Schools and Programs (ACBSP) accredits Lindenwood University – Belleville’s Division of Business and Entrepreneurship. The University will seek ACBSP accreditation for the BS in Accounting, BS in Finance, and BS in Marketing.

Program Information

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

Lindenwood University – Belleville submitted detailed and adequate information on the institution’s academic policies, tuition, fees, and refund policies, admissions procedures, and other relevant information necessary for prospective students to make informed decisions on enrollments.

Staff Conclusion

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

National Louis University
122 South Michigan Avenue
Chicago, IL 60603
President: Dr. Nivine Megahed

Seeking Operating Authority in the Southwestern and Southern Regions

Projected Enrollment: National Louis University projects 255 students in the first year and 285 students by the fifth year, with 88 students graduating in the fifth year.

Institutional Accreditation: National Louis University is accredited by the Higher Learning Commission.

Background and History

National Louis University (the University or NLU) is a private non-denominational non-profit institution offering bachelor's, master's, and doctoral degrees online and at seven campus locations in Illinois and Florida. National Louis University was founded in 1886 by Elizabeth Harrison, whose commitment to the Kindergarten movement and the teaching of teachers provided the foundation and inspiration for the school. Originally named Miss Harrison's Training School, the institution was transformed by Harrison's continued energy into the Chicago Kindergarten College and offering "branch classes" in multiple locations by 1904. In 1930, the institution offered a four-year teacher training program and was renamed the National College of Education. Finally, in 1990, the institution was renamed National Louis University in recognition of philanthropic support from the Louis family. As an historic Illinois institution, NLU is a grandfathered institution, and through successful partnerships with local urban school districts and the Academy for Urban School Leadership, it has offered one of the earliest urban teacher residency programs in the US in the institution's currently approved regions (North Suburban, Fox Valley, Prairie, Central, South Metro, West Suburban, Western, and Chicago). In the more than twenty years of partnership, the Chicago area teacher residency programs have trained more than 500 teachers for high-need settings in Chicago Public Schools with an average graduate retention rate of 85 percent after three years.

With this application, National Louis University seeks authorization to operate in the Southwestern and Southern Regions and offer face-to-face graduate courses and student-faculty mentoring toward the primarily online Master of Arts in Teaching in Elementary Education in partnership with District #189 and the Academy for Urban School Leadership.

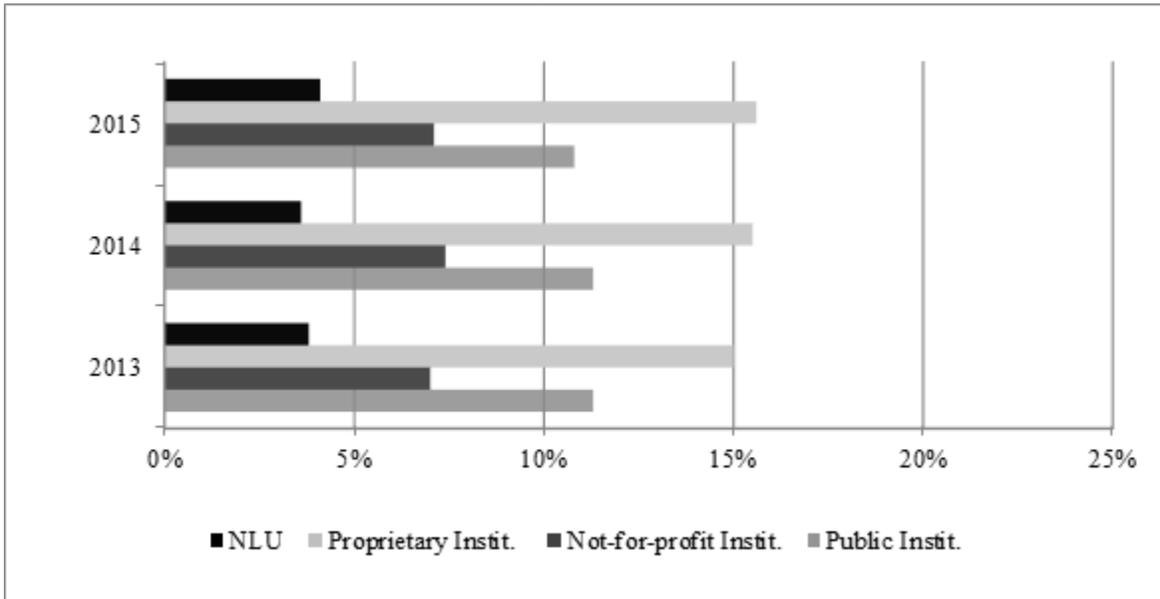
Institutional Data

1030.30(a)(3)(F): Success in student progression and graduation across all existing approved programs, 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, certificate and degree completion rates, retention rates, and pass rates for licensure and certification aligned with thresholds set by State or national regulatory bodies; and (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-related comparison data is not provided because the University is seeking only operating authority in two new regions.

Three Year Cohort Student Loan Default Rate



Source: National Center for Education Statistics, U.S. Department of Education
 Note: National Louis University is a private non-denominational non-profit institution. A lower number is a positive indicator

Student Loan Default Rate

The three-year student loan default rate for National Louis University was 4.1 percent in 2015, 3.6 percent in 2014, and 3.8 percent in 2013. The three-year cohort student loan default rate is the percentage of a school's borrowers who enter repayment on certain Federal Family Education Loan Program or William D. Ford Federal Direct Loan Program loans during a particular federal fiscal year, October 1 to September 30, and default or meet other specified conditions prior to the end of the second following fiscal year. The U.S. Department of Education stated that the Fiscal Year 2015 three-year national cohort default rate was 10.8 percent. The Fiscal Year 2015 three-year national cohort average default rate breakdown by institutional sector is: 10.3 percent for public institutions; 7.1 percent for not-for-profit institutions; and 15.6 percent for proprietary institutions.

Mission and Objectives

1030.60(a)(2): The objectives of the certificate or degree program must be consistent with what the degree program title implies.

1030.60(a)(3): The requested certificate or degree program shall be congruent with the purpose, goals, objectives and mission of the institution.

The proposed request for operating authority is in alignment with National Louis University's overall mission of "access to quality higher education that nurtures opportunity for students through innovative teaching, scholarship, community engagement and service excellence" through its historic and long-term "dedicate[ion] to preparing diverse educators to work with underserved populations in pre-K-12 settings." The proposed request for operating authority will enable the institution to offer face-to-face coursework and faculty mentoring for the primarily online Master of Arts in Teaching in Elementary Education (MAT ELEM) in the Southwestern and Southern Regions. The new regions are comprised of heavily urban areas and challenged school districts; therefore, seeking operating authority in these new regions is consistent with the mission, goals, and objectives of the institution.

Curriculum/Assessment

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

Admission Requirements

To be qualified for graduate admission to the institution, applicants must have a baccalaureate degree from a regionally accredited institution with a GPA of 3.0 or greater on a 4.0 as evidenced by formal transcripts, and proof of English language proficiency if English is not the applicant's native language. Candidates may be provisionally admitted with a GPA between 2.5 and 2.99, but must complete the first four courses in the program with grades B or better. Specific program admission requirements and course transfer limits vary across program.

Curriculum

As a part of the request for operating authority in the Southern and Southwestern regions, National Louis University proposes offering face-to-face graduate courses toward the primarily online Master of Arts in Teaching in Elementary Education in partnership with District #189 and the Academy for Urban School Leadership. The online MAT in ELEM requires 35 semester credit hours of which twenty-one hours will be offered in an online-only delivery format and 14 hours will be offered in a blended face-to-face/online format. Students are placed in a classroom in the partner school district and paired with a local master teacher who provides one-on-one mentoring for the duration of the program. The program is designed to align with and meet the Illinois State Board of Education's teacher licensing and certification requirements.

Assessment of Student Learning

National Louis University has established policies and practices in place for the assessment of student learning. The institution's approach incorporates direct and indirect measures administered periodically throughout the academic program. Direct assessment measures include: course-level learning assignments; transition-point examinations and assessments in program-

specific content and practice areas; and achievement of “mastery” level of learning as demonstrated by grades B or better in all courses. Indirect assessments include: formal student evaluations of faculty and courses; student surveys; pre- and post-tests; and usage and tracking data. National Louis University has aligned its assessments with the Association for Childhood Education International 2007 Standards for Elementary Level Teacher Preparation, the 2013 Illinois Professional Teaching Standards, and the National Louis University Assessment requirements.

Program Assessment

National Louis University has a clearly articulated assessment plan to determine the overall effectiveness of its programs and the degree to which graduate students’ needs are being met. The institution’s assessment of student learning revolves around academic program plans to determine the success to which students achieve Program Learning Outcomes, which are well articulated in the institution’s application for operating authority. Key assessments include course-embedded artifacts as direct measures and rubrics aligned to outcomes or externally administered exams and tests. Program Learning Outcomes have articulated connections to courses, Course Learning Outcomes, and University Level Outcomes. As well, due to the external teacher certification requirements, National Louis University’s program assessment of the Master of Arts in Teaching program in Elementary Education for grades one through six are derived from and informed by the National College of Education assessment system, which includes eight key assessment areas, which are also aligned with the Association for Childhood Education International 2007 Standards for Elementary Level Teacher Preparation, the 2013 Illinois Professional Teaching Standards, and the National Louis University Assessment requirements. Program reporting on candidate and program performance is achieved through the use of a required template and rubric designed to match State, professional, and accrediting-entity requirements and standards. The National College of Education Assessment Committee reviews program reports and provides support and feedback to programs to allow them to enhance and or develop new and improved assessments. Program assessment is administered within NLU’s National Education College, with each program chair working collaboratively with the program’s faculty to provide the required documentation and data necessary to demonstrate the program’s strengths, areas for improvement, and plans for the future. The University will follow these existing protocols for continuous improvement.

Facilities (space, equipment, instructional materials)

1030.60(a)(5): The institution shall have adequate and suitable space, equipment and instructional materials to support institutional programs.

In partnership with District #189, National Louis University has sufficient classroom capacity, technology, staff, and financial resources in place to support students. The University has sufficient library, technology, staff, and financial resources in place to support the proposed instruction in the proposed new regions of operation.

Faculty and Staff

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

National Louis University has established policies to ensure that faculty members possess the training, credentials, and other required qualifications to provide quality instructions to students.

The institution also has established policies to evaluate faculty and provide feedback on student learning outcomes.

Fiscal and Personnel Resources

1030.60(a)(8): Fiscal and personnel resources shall be sufficient to permit the institution to meet obligations to continuing programs while assuming additional resource responsibilities for the new certificate or degree program.

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

Accreditation/Licensure

National Louis University's teacher education college, the National College of Education, and its undergraduate and graduate teacher preparation programs, including the Master of Arts in Teaching at all levels are accredited by the National Council for Accreditation of Teacher Education and have been approved by the Illinois State Board of Education.

Program Information

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

The institution submitted detailed and adequate information on its academic policies, tuition, fees, and refund policies, admissions procedures, and other relevant information necessary for prospective students to make informed decisions on enrollments.

Staff Conclusion

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

Stautzenberger College
1796 Indian Wood Circle
Maumee, OH 43537
President: Ms. Amy Beauregard

Proposed Program Title in Region of Authorization: Associate of Applied Science in Medical Assistant X-Ray Technician (Limited Scope) in the Fox Valley Region

Projected Enrollment: Stautzenberger College DBA Rockford Career College estimates enrollment of 45 students in the program in the first year increasing to 70 students by the fifth year.

Institutional Accreditation: Stautzenberger College DBA Rockford Career is accredited by the Accrediting Commission of Career Schools and Colleges (ACCSC).

Background and History

Stautzenberger College DBA Rockford Career College (The College) located in Maumee, Ohio offers for-profit career-oriented educational programs. Rockford Career College (the College) was founded in 1862 as Rockford Business College, “to provide a good business education at a reasonable cost to the residents of Rockford Illinois.” In 2003, the College was acquired by the American Higher Education Development Group, corporately structured as AHED of Illinois, Inc. In 2008 the College moved to its current location and changed its name to Rockford Career College. In 2013 Rockford Career College became a branch of New Media Arts DBA Madison Media Institute, a sister institution also owned by AHED, and now operates as New Media Arts DBA Rockford Career College. In 2017, Rockford Career College moved as a branch under another group of schools owned by AHED, Stautzenberger College / AHED of Ohio, Inc. Due to another change in ownership, Stautzenberger College applied and received Operating and Degree-granting authorization from IBHE in March 2018. Because it offers shorter-term vocational postsecondary certificates as well as degrees, Rockford Career College is also under the authority of the Private Business and Vocational Schools of IBHE.

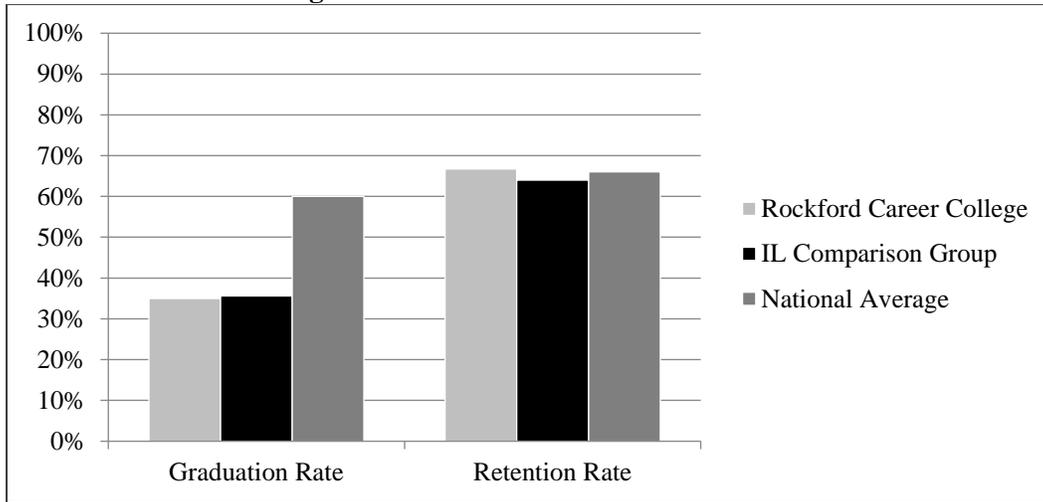
Institutional Data

1030.30(a)(3)(F): Success in student progression and graduation across all existing approved programs, 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, certificate and degree completion rates, retention rates, and pass rates for licensure and certification aligned with thresholds set by State or national regulatory bodies; and (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: Rockford Career College is in the open enrollment, primarily associates granting Illinois comparison group. Higher percentages are positive indicators.*

Undergraduate Graduation Rate

Rockford Career College’s 2015-2016 graduation rate was 35 percent. The national 2016 average graduation rate for private for-profit two year institutions was 60 percent and the average among comparable Illinois institutions was 35.6 percent. The graduation rate measures the rate at which entering freshmen graduate within 150 percent of normal program length. Data are provided for six-year graduation rates for first-time, full-time bachelor’s degree-seeking students and three-year graduation rates for full-time associate degree-seeking students. The national standard for graduation rates is reported annually by the National Center for Education Statistics (NCES).

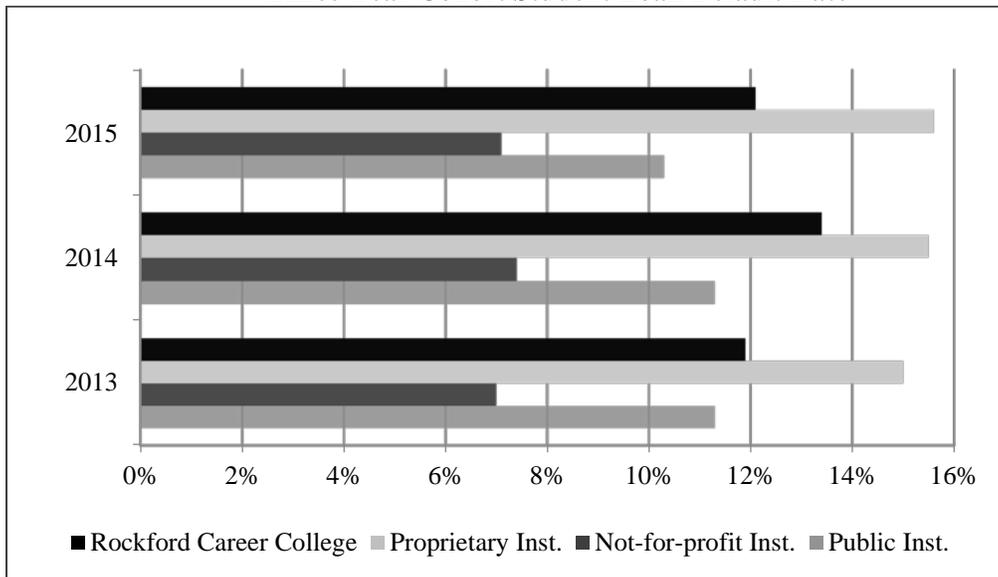
Undergraduate Retention Rate

Rockford Career College’s 2015-2016 retention rate was 66.7 percent. The national 2016 average retention rate for private for-profit two year institutions was 66 percent and the average among comparable Illinois institutions was 64 percent. Retention rates examine the percentage of first-time degree seeking students enrolled in the fall of the prior year that are still enrolled in the fall of the current year. The national standard for retention rates is reported annually by the NCES.

Undergraduate Completions per 100 FTE

Rockford Career College’s 2015-2016 completions per 100 full-time equivalent enrollment (FTE) rate was 19 and the average among comparable Illinois institutions was 37.4. 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: Rockford Career College is a Proprietary Institution. A lower number is a positive indicator.

Student Loan Default Rate

The three-year student loan default rate for Rockford Career College was 12.1 percent in 2015, 13.4 percent in 2014, and 11.9 percent in 2013. The three-year cohort student loan default rate is the percentage of a school's borrowers who enter repayment on certain Federal Family Education Loan Program or William D. Ford Federal Direct Loan Program loans during a particular federal fiscal year, October 1 to September 30, and default or meet other specified conditions prior to the end of the second following fiscal year. The U.S. Department of Education stated that the Fiscal Year 2015 three-year national cohort default rate was 10.8 percent. The Fiscal Year 2015 three-year national cohort average default rate breakdown by institutional sector is: 10.3 percent for public institutions; 7.1 percent for not-for-profit institutions; and 15.6 percent for proprietary institutions.

Mission and Objectives

1030.60(a)(2): The objectives of the certificate or degree program must be consistent with what the degree program title implies.

1030.60(a)(3): The requested certificate or degree program shall be congruent with the purpose, goals, objectives and mission of the institution.

The objectives of the proposed program is consistent with the overall mission of Stautzenberger College which is focused on providing career oriented education to students. The College works closely with local and regional employers to identify employment needs and skills and to ensure appropriate matching in the training of its students. The requested degree title reflects the degree program objectives and curriculum.

Curriculum/Assessment

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

Admission Requirements

The proposed program will follow Stautzenberger College admission policy and procedures. Applicants for admission to the program must have completed high school or obtained a GED certificate. Candidate may also meet admission requirement by completing a State-authorized examination recognized as the equivalent of a high school diploma (e.g., High School Equivalent Test (HiSET) or Test Assessing Secondary Completion (TASC), or other State-authorized examination.

Curriculum

The Associate of Applied Science in Medical Assistant X-Ray Technician (Limited Scope) was designed to provide students with the opportunity to gain knowledge and skills required for entry-level positions in the medical assistant profession. The program will provide students with training in office administration procedures, technology required in medical offices and X-ray imaging and techniques. Upon successful completion of the program, graduates will be eligible to take the licensure examination to become a licensed General X-Ray Machine Operator. The program requires completion of a total of 92.0 quarter credit hours, including 27 quarter hours of general education coursework and six quarter hours of externship. The program requires a 170 contact-hours externship with 160 hours in a local clinic, hospital, or physician's office to provide students with practical and real-life experience working in a medical office environment and practicing professional procedures as required.

Assessment of Student Learning

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

Program Assessment

The College has established policies for reviewing programs for continuous improvement. Programs are reviewed at a minimum twice every year and it is coordinated by the Program Advisory Committee, which meets a minimum of two times per year to discuss the curriculum content for each course and the overall program objectives. The committee also meets to discuss employment trends in the industry to provide feedback on career-focused training for students. Each quarter, the faculty, Academic Dean, Campus President and Chief Operations Officer conduct a meeting to discuss the program content and its relevancy to the field. During the meeting, the team reviews the school's academic catalog policies to determine they are still appropriate and

makes recommendations for changes. In addition, on a bi-annual basis, the school invites community employers, to assess the program and get feedback from them on how the program meets their needs.

Facilities (space, equipment, instructional materials)

1030.60(a)(5): The institution shall have adequate and suitable space, equipment and instructional materials to support institutional programs.

The College has adequate facilities to support the proposed program including classrooms, offices, library, resource center, laboratories and student lounge. The current facility has 11 classrooms, 12 laboratories, two libraries, and 21 administrative office spaces. The Learning Resource Center (LRC) at the College provides academic support to students through reference, research, and resource circulation assistance. The LRC has over 900 books, and access to more than 4,200 e-journals.

Faculty and Staff

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

The College has established policies to ensure that faculty members possess the training, credentials, and other required qualifications to provide quality instructions to students. The College also has established policies to evaluate faculty and provide feedback on student learning outcomes.

Fiscal and Personnel Resources

1030.60(a)(8): Fiscal and personnel resources shall be sufficient to permit the institution to meet obligations to continuing programs while assuming additional resource responsibilities for the new certificate or degree program.

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

Accreditation/Licensure

No specialized accreditation is required for the Medical Assistant X-Ray Technician (Limited Scope) program.

Program Information

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

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

Staff Conclusion

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