

**APPROVED  
JUNE 5, 2018**

Item #VI-4  
June 5, 2018

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

**Submitted for:** Action.

**Summary:** This item requests approval of six degree programs and one center at five public universities.

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

Eastern Illinois University

- Master of Science in Athletic Training in the Prairie Region

Northeastern Illinois University

- Master of Public Health in the Chicago Region

Northern Illinois University

- Bachelor of Science in Sport Management in the Fox Valley Region
- Master of Science in Digital Marketing in the Fox Valley Region
- Master of Science in Health Sciences in the Fox Valley Region

University of Illinois at Chicago

- Center for Urban Education Leadership in the Chicago Region

University of Illinois at Urbana-Champaign

- Bachelor of Science in Liberal Arts and Sciences in Econometrics and Quantitative Economics in the Prairie Region



STATE OF ILLINOIS  
BOARD OF HIGHER EDUCATION

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

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

**Executive Summary – Public Institutions**

Eastern Illinois University

- Master of Science in Athletic Training in the Prairie Region

Eastern Illinois University requests authorization to offer a Master of Science in Athletic Training in the Prairie Region. Eastern Illinois University currently offers a Bachelor of Science degree in Athletic Training through the Kinesiology and Sports Studies Department. The master's degree in athletic training will be built upon the pre-existing, accredited bachelor's program and will be housed in the Kinesiology and Sports Studies Department. The proposed program will meet the new educational standards set forth by the Commission on the Accreditation of Athletic Training that includes the transition from an entry-level bachelor's degree to a professional master's degree. The Master of Science in Athletic Training is designed to prepare students for a variety of employment settings including intercollegiate and secondary school athletics, outpatient orthopedic clinics, physician extenders, military, civil service, fine arts, and healthcare supply sales. The program requires a completion of 58-60 semester hours. Graduates will be prepared to sit for the Board of Certification examination in athletic training and apply for licensure through the Illinois Department of Financial and Professional Regulation. There are policies in place to ensure faculty members possess the training, credentials, and qualifications to provide instruction in the proposed program. The University has sufficient library, technology, staff, and financial resources in place to support the program.

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

### Northeastern Illinois University

- Master of Public Health in the Chicago Region

Northeastern Illinois University requests approval to offer a Master of Public Health (MPH) in the Chicago Region. The MPH program is a 42 credit hour, generalist public health program that addresses five core areas of public health (biostatistics, epidemiology, social and behavioral health, environmental health, and health care administration). Graduates will be able to work in a variety of public health settings, including in public and private health care organizations, health research facilities, social service and environmental health agencies, and government institutions dedicated to public health policy, programming, and services. Students will also be prepared to pursue terminal degrees in the behavioral health, epidemiological, or environmental health sciences, as well as health-related law and policy, health care administration, and health communication. There are policies in place to ensure faculty members possess the training, credentials, and qualifications to provide instruction in the proposed program. The University has sufficient library, technology, staff, and financial resources in place to support the program.

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

### Northern Illinois University

- Bachelor of Science in Sport Management in the Fox Valley Region

Northern Illinois University requests authority to offer a Bachelor of Science (BS) in Sport Management in the Fox Valley region. The BS in Sport Management is a 120 credit hour program with 73 credit hours required for the major. The proposed program prepares students for careers in professional sports, collegiate athletics, interscholastic sports, sporting goods and retail, commercial fitness, and a variety of agencies related to the sport and entertainment industry. The program will be administered by the Department of Kinesiology and Physical Education in the College of Education. 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.

- Master of Science in Digital Marketing in the Fox Valley Region

Northern Illinois University requests authority to offer a Master of Science (MS) in Digital Marketing in the Fox Valley region. The MS in Digital Marketing is a 38-39 semester hour online program designed to prepare students for advanced careers in marketing. The program will be administered by the Department of Marketing in the College of Business. 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.

- Master of Science in Health Sciences in the Fox Valley Region

Northern Illinois University requests authority to offer a Master of Science in Health Sciences in the Fox Valley region. The MS in Health Sciences is a 30 credit hour program designed with an interdisciplinary approach to prepare students from a wide range of clinical professions to become managers, educators, and leaders in health-related fields. The MS in Health Sciences provides a stackable degree option for those students interested in pursuing the Doctorate in Health Sciences. The program will be administered by the School of Interdisciplinary Health Professions

in the College of Health and Human Sciences. There are policies in place to ensure faculty members possess the training, credentials, and qualifications to provide instruction in the proposed program. The University has sufficient library, technology, staff, and financial resources in place to support the proposed program.

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

University of Illinois at Chicago

- Center for Urban Education Leadership in the Chicago Region

The University of Illinois at Chicago requests approval to permanently establish a Center for Urban Education Leadership (CUEL) in the Chicago region. Originally established as a temporary center in 2011 to research innovative models of school leadership preparation, the CUEL is designed to provide research and policy initiatives that support the preparation, development, and placement of transformative principals in every school nationwide. Since its founding, CUEL has worked closely with the Chicago Public Schools to improve the recruitment, preparation, and retention of school leaders and advanced changes in Illinois laws pertaining to licensure of school leaders. With permanent status, the CUEL will continue its research, program, and advocacy efforts in Illinois and the nation.

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

University of Illinois at Urbana-Champaign

- Bachelor of Science in Liberal Arts and Sciences in Econometrics and Quantitative Economics in the Prairie Region

The University of Illinois at Urbana-Champaign requests authorization to offer a Bachelor of Science in Liberal Arts and Sciences (BSLAS) in Econometrics and Quantitative Economics in the Prairie Region. The BSLAS in Econometrics and Quantitative Economics is a 120 hour degree program offered on campus, though some coursework may be taken online. The proposed BSLAS in Econometrics and Quantitative Economics will provide students with advanced analytical skills associated with examining large administrative data sets, advanced market analyses, and policy evaluations and addresses the needs of students who wish to pursue either graduate education or professional opportunities in advanced data management, data research, or policy analysis to solve economic problems. 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.

The staff recommends adoption of the following resolutions:

*The Illinois Board of Higher Education hereby grants to Eastern Illinois University Authorization to Grant the Master of Science in Athletic Training in the Prairie Region, subject to the institution's implementation and maintenance of the conditions that were presented in its applications and that form the basis upon which this authorization is granted.*

*The Illinois Board of Higher Education hereby grants to Northeastern Illinois University authorization to establish a Master of Public Health in the Chicago Region, subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.*

*The Illinois Board of Higher Education hereby grants to Northern Illinois University authorization to establish the Bachelor of Science in Sport Management in the Fox Valley Region, the Master of Science in Digital Marketing in the Fox Valley Region, and the Master of Science in Health Sciences 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.*

*The Illinois Board of Higher Education hereby grants to University of Illinois Chicago authorization to establish the Center for Urban Education Leadership in the Chicago Region, subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.*

*The Illinois Board of Higher Education hereby grants to University of Illinois Urbana-Champaign Authorization to Grant the Bachelor of Science in Liberal Arts and Sciences in Econometrics and Quantitative Economics in the Prairie Region, subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.*

## **Eastern Illinois University**

**Proposed Program Title in the Region of Authorization:** Master of Science in Athletic Training in the Prairie Region

*Projected Enrollments and Degrees:* Eastern Illinois University has projected enrollment will grow from 15 students in the first year to 20 students in the fifth year. The University projects 15 degrees will be awarded in the fifth year.

### **Background**

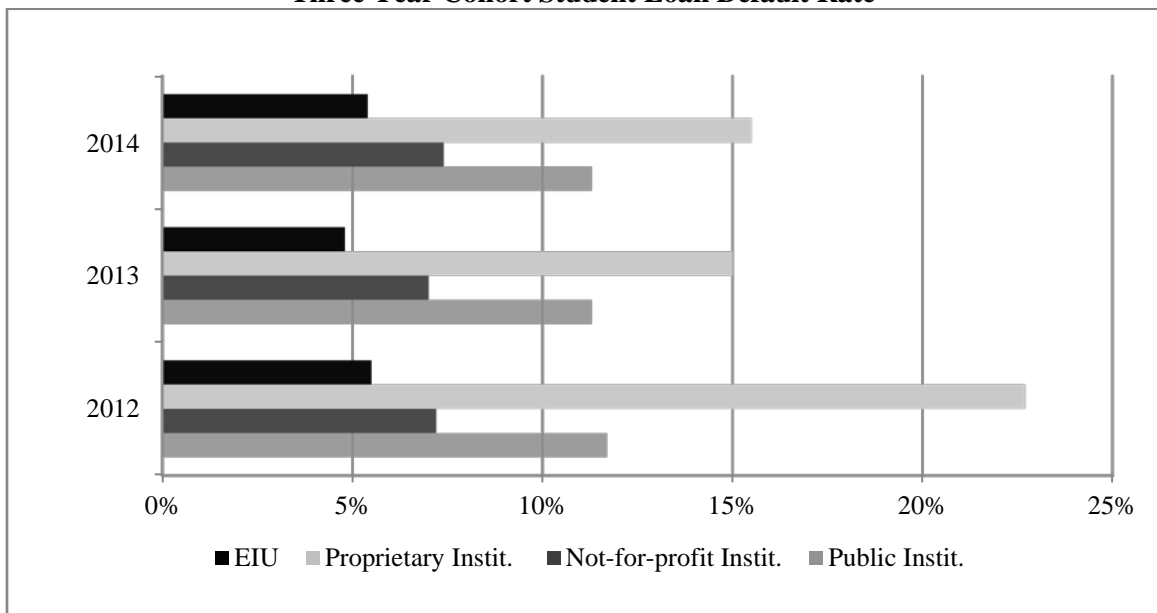
Eastern Illinois University (EIU or the University) requests authorization to offer a Master of Science (MS) in Athletic Training. Currently, EIU offers a Bachelor of Science degree in athletic training through the Kinesiology and Sports Studies (KSS) Department. The MS in Athletic Training will be built upon the preexisting, accredited bachelor's program and will be housed in the KSS Department. The program will meet the new educational standards set forth by the Commission on the Accreditation of Athletic Training (CAATE) that includes the transition from an entry-level bachelor's degree to a professional master's degree.

### **Institutional Data**

*1050.30(b)(1)(H): Success in student progression and graduation rates 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 these 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 nor national regulatory bodies. (ii) The success rate shall be, at a minimum, higher than those of the lowest quartile of these measures for similar Illinois institutions defined as open versus competitive enrollment institutions and primarily associate versus primarily baccalaureate granting institutions. Exceptions may be made to the lowest quartile if an institution is above the national average for these measures using the same comparison categories of institutions.*

This section includes information about institutional and student success measures for each institution seeking program approval. The institution's rates will be compared to Illinois institutions from within a select comparison group and against the national standards or averages. For a proposed undergraduate program, this section will include undergraduate graduation rates, first to second year retention rates, student loan default rates, and any applicable licensure passage rates. For a proposed graduate program, this section will primarily focus on student loan default data since this measure also includes graduate students in the calculation.

### Three Year Cohort Student Loan Default Rate



Source: National Center for Education Statistics, U.S. Department of Education

Note: Eastern Illinois University is a public institution. A lower number is a positive indicator.

#### Student Loan Default Rate

The three-year student loan default rate for EIU was 5.4 percent in 2014, 4.8 percent in 2013, and 5.5 percent in 2012. The three-year cohort student loan default rate is the percentage of a school's borrowers, both undergraduate and graduate, who enter repayment on Federal Family Education Loan Program or William D. Ford Federal Direct Loan. Program loans during a particular federal fiscal year, October 1 to September 30, and default or meet other specified conditions prior to the end of the second following fiscal year. The U.S. Department of Education stated that the Fiscal Year 2014 three-year national cohort default rate was 11.5 percent. The Fiscal Year 2014 three-year national cohort average default rate breakdown by institutional sector is: 11.3 percent for public institutions; 7.4 percent for not-for-profit institutions; and 15.5 percent for proprietary institutions.

#### Need

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

The MS in Athletic Training is designed to prepare students for a variety of employment settings including intercollegiate and secondary school athletics, outpatient orthopedic clinics, physician extenders, military, civil service, fine arts, and healthcare supply sales. Athletic training is an allied healthcare profession wherein certified athletic trainers specialize in preventing, recognizing, managing, and rehabilitating injuries that result from physical activity. The certified athletic trainer works under the direction of a licensed physician and in cooperation with other healthcare professionals, athletic administrators, coaches, and parents. A certified athletic trainer is prepared to work in a variety of professional settings, including Illinois' employment industry.



A graduate of the master's program will be well-positioned to pursue continued graduate study in the following terminal degree fields: chiropractic; occupational therapy; physical therapy; and physician assistant programs. The U.S. Bureau for Labor Statistics predicts a growth rate for athletic trainers of 23 percent between 2016 and 2026. An increasing awareness of sport-related injuries, concussions in particular, and an active middle-aged and older population are cited as contributors to the predicted growth rate. Additionally, sophisticated treatments in injury prevention and detection are expected to increase in number.

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

The MS in Athletic Training will contribute to Goal 3 of *The Illinois Public Agenda for College and Career Success* goals. Goal 3 is *to increase the number of high-quality postsecondary credentials to meet the demands of the economy and an increasingly global society*. The athletic training program will prepare graduates who will meet the demands of a job market that is projected to increase in size in the foreseeable future throughout the country. According to the U.S. Bureau of Labor Statistics, the athletic training profession is projected to grow 23 percent from 2016 to 2026, which is much faster than average for most professions during this timeframe.

### **Comparable Programs in Illinois**

According to CAATE, Trinity International University and Illinois State University have the only programs in the State accredited at the master's level. EIU and other programs in the State are accredited at the undergraduate level. A professional MS in Athletic Training at EIU would be an attractive program, as it would meet the needs of students who are looking for a public institution to further their education in the athletic training field. The impact on existing programs would be minimal since only one CAATE-accredited institution in the State of Illinois currently offers the degree at the master's level.

### **Mission and Objectives**

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

The proposed MS in Athletic Training is in alignment with the overall mission of the University and is consistent with the purpose, goals, objectives, and mission of the institution. The requested degree title reflects the degree program objectives and curriculum.

### **Curriculum and Assessment**

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

*show the level of student learning that has occurred as a result of participation in the institution's programs of study.*

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

#### Admission Requirements

The proposed MS in Athletic Training will follow EIU's graduate admission policy and procedures. In addition, candidates for admission to the MS in Athletic Training program must meet the departmental criteria for secondary admission to the program, including having a cumulative 3.0 GPA, submission of three letters of recommendation (at least one from a healthcare professional), submission of a personal statement; and participation in an on-site interview.

#### Curriculum

The Athletic Training program provides students with the scientific knowledge and professional skills through instruction and clinical experience that is necessary to become competent multi-skilled health care professionals who collaborate with physicians to provide preventative and emergency care, clinical diagnosis and therapeutic interventions associated with injuries and medical conditions. This program aligns with the national accreditation standards set forth by CAATE. The program requires completion of 58-60 semester hours, including coursework in research methodology, clinical field experiences, and preparation for board certification examination. Instructional delivery methods will combine both face-to-face and online instruction.

#### Assessment of Student Learning

The University has a standard process for assessing student learning outcomes in all its degree programs. The institution's approach incorporates direct and indirect measures administered periodically throughout the academic program. Examples of direct assessments in the MS in Athletic Training program include written exams, practical exams, professional writing assignments, and clinical skill evaluations. During their last semester in the program, all students must submit and present a research project as part of an annual research symposium and pass a comprehensive program exit exam. This program exit exam will prepare graduates to sit for the Board of Certification examination for athletic trainers.

#### Program Assessment

The University has an established assessment plan to determine the overall effectiveness of its programs and the degree to ensure students' needs are being met. Each academic year, an assessment report will be generated based on the information gathered on student performance relative to the program learning objectives. The report will include observations from program faculty, analysis of student data, success of students meeting learning objective standards as well as suggestions for changes and improvements needed in the future. The report will be distributed and reviewed by faculty and administration responsible for instructional delivery within the program. Discussion of the report and any proposed changes to improve student learning gathered from various assessment strategies will be discussed as needed during departmental meetings. EIU requires this assessment report to be submitted internally to the Center for Academic Support and Assessment for their review and feedback. This allows for an additional institutional mechanism to ensure that assessment results are used to improve student learning and accreditation

requirements of CAATE are met. Program assessment will also occur through review of Board Certification exam pass rates, student surveys, and, alumni questionnaires.

### **Facilities (space, equipment, instructional materials)**

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

Existing classroom space and library holdings at EIU are sufficient to support the proposed program for both online and onsite coursework. Sufficient technology resources are in place to support both faculty and students in the online portion of the program.

### **Faculty and Staff**

*1050.30(a)(3): A) The academic preparation and experience of faculty and staff ensure that the objectives of the unit of instruction, research or public service are met. B) The academic preparation and experience of faculty and staff, as evidenced by level of degrees held, professional experience in the field of study and demonstrated knowledge of the field, ensure that they are able to fulfill their academic responsibilities. At a minimum, faculty shall have a degree from an institution accredited by a U.S. Department of Education and/or Council for Higher Education Accreditation recognized accrediting body or a degree from another country evaluated for U.S. equivalency in the discipline they will teach or for which they will develop curricula at least one level above that of the courses being taught or developed. C) The involvement of faculty in the unit of instruction, research or public service is sufficient to cover the various fields of knowledge encompassed by the unit, to sustain scholarship appropriate to the unit, and to assure curricular continuity and consistency in student evaluation....E) Support personnel, including but not limited to counselors, administrators, clinical supervisors, and technical staff, that are directly assigned to the unit of instruction, research or public service, have the educational background and experience necessary to carry out their assigned responsibilities.*

Existing faculty and staff will support the proposed program. The University has identified institutional policies that ensure that academic professionals hired possess the training, credentials, and other related qualifications in order to provide instruction at the institution. A formal faculty evaluation process is in place.

### **Fiscal and Personnel Resources**

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

The University has adequate faculty, staff, and other instructional resources to administer the MS in Athletic Training program.

## **Accreditation and Licensure**

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

EIU's Bachelor of Science in Athletic Training is currently accredited by the Commission on the Accreditation of Athletic Training. The program will meet the new educational standards set forth by CAATE that includes the transition from an entry-level bachelor's degree to a professional master's degree. Upon IBHE approval, the request for a substantive change in degree will be made with the CAATE.

Graduates of the program will be eligible to sit for the Board of Certification examination for athletic trainers. Upon successful completion of the Board Certification exam, graduates will be eligible to seek licensure through the State of Illinois Department of Financial and Professional Regulation.

## **Program Information**

*1050.30(b)(2)[applicable only to units of instruction]: A) The information which the institution provides for students and the public shall include the following: i) An accurate description of the unit of instruction, including its objectives, length, and residency requirements if any; ii) Schedule of tuition, fees, and all other charges and expenses necessary for completion of the unit of instruction, cancellation and refund policies; iii) Student rights and responsibilities; iv) A statement regarding the transferability of college credits, including the fact that the decision to accept transfer credits is determined by the receiving institutions; v) A statement as to how the institution will advise students on the nature of the transfer process, including the importance of consulting with institutions to which the student may seek to transfer; vi) Evidence of arrangements for the transfer of courses or credits or both to institutional counterparts, when these arrangements exist; these arrangements are also known as articulation agreements; vii) A statement of the institution's most recent graduation rates and the number of graduates and enrollments as provided by the institution to the Integrated Postsecondary Education Data System (IPEDS) and any submission of data to satisfy Board reporting requirements; and viii) Other material facts concerning the institution and the unit of instruction as are likely to affect the decision of the student to enroll. B) The information listed in subsection (b)(2)(A) shall be available to prospective students prior to enrollment and shall be included in the institution's catalog of programs.*

Information about the MS in Athletic Training, including a detailed description of the curriculum, admission requirements, tuition, fees, and other cost information, as well as University policies will be published in the University's catalog.

## **Staff Conclusion**

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

## **Northeastern Illinois University**

**Proposed Program Title in the Region of Authorization:** Master of Public Health in the Chicago Region

*Projected Enrollments and Degrees:* Northeastern Illinois University has indicated that enrollment in the proposed Master of Public Health is projected to grow from 18 students in the first year to approximately 74 students in the fifth year. The University has projected that 24 degrees will be awarded in the fifth year.

### **Background**

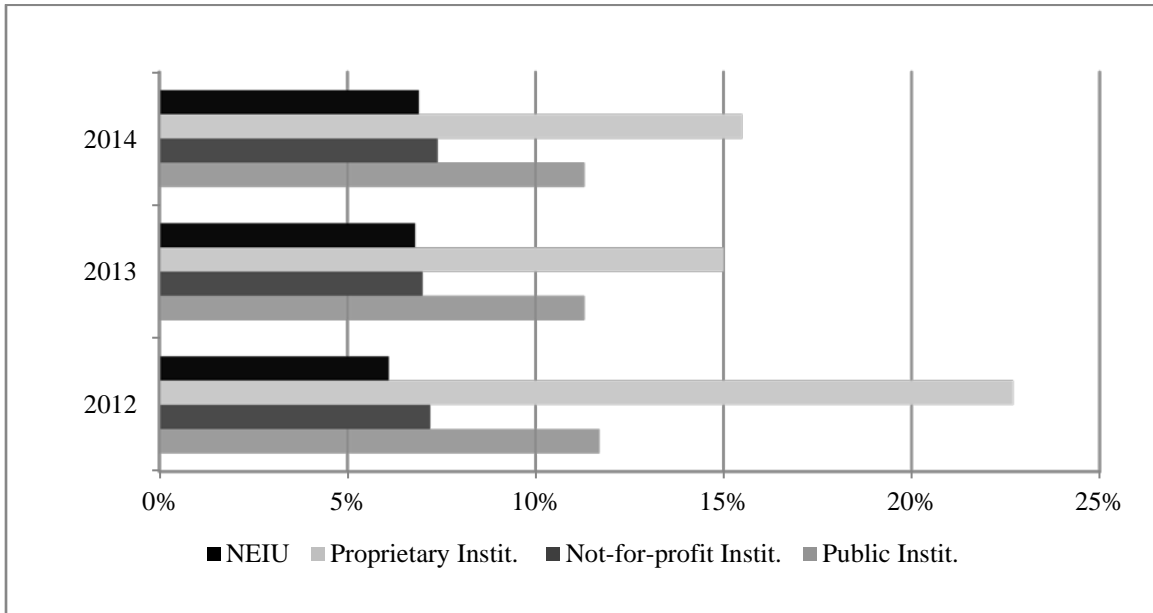
Northeastern Illinois University (NEIU or the University) requests authority to offer a Master of Public Health (MPH). The MPH program will be a generalist program with a focus on health disparities. The program will prepare students to collaborate with, conduct research in, and work in a variety of public health settings including public and private health care organizations, health research facilities, social service and environmental health agencies, and government institutions dedicated to public health policy, programming, and services. The MPH program will be housed in the Department of Health Sciences and Physical Education (HSPE) in the College of Education.

### **Institutional Data**

*1050.30(b)(1)(H): Success in student progression and graduation rates 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 these 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 nor national regulatory bodies. (ii) The success rate shall be, at a minimum, higher than those of the lowest quartile of these measures for similar Illinois institutions defined as open versus competitive enrollment institutions and primarily associate versus primarily baccalaureate granting institutions. Exceptions may be made to the lowest quartile if an institution is above the national average for these measures using the same comparison categories of institutions.*

This section includes information about institutional and student success measures for each institution seeking program approval. The institution's rates will be compared to Illinois institutions from within a select comparison group and against the national standards or averages. For a proposed undergraduate program, this section will include undergraduate graduation rates, first to second year retention rates, student loan default rates, and any applicable licensure passage rates. For a proposed graduate program, this section will primarily focus on student loan default data since this measure also includes graduate students in the calculation.

### Three Year Cohort Student Loan Default Rate



Source: National Center for Education Statistics, U.S. Department of Education

Note: Northeastern Illinois University is a public institution. A lower number is a positive indicator.

#### Student Loan Default Rate

The three-year student loan default rate for NEIU was 6.9 percent in 2014, 6.8 percent in 2013, and 6.1 percent in 2012. The three-year cohort student loan default rate is the percentage of a school's borrowers, both undergraduate and graduate, who enter repayment on Federal Family Education Loan Program or William D. Ford Federal Direct Loan. Program loans during a particular federal fiscal year, October 1 to September 30, and default or meet other specified conditions prior to the end of the second following fiscal year. The U.S. Department of Education stated that the Fiscal Year 2014 three-year national cohort default rate was 11.5 percent. The Fiscal Year 2014 three-year national cohort average default rate breakdown by institutional sector is: 11.3 percent for public institutions; 7.4 percent for not-for-profit institutions; and 15.5 percent for proprietary institutions.

#### Need

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

The MPH program will provide a public health graduate education that is focused on health disparities to a pool of ethnically and racially diverse students. The projected average growth rate in public health according to the U.S. Bureau of Labor Statistics is at or above the 11 percent average growth rate for all occupations 2012 to 2022. The growth rate for related occupations is even higher. For example, the growth rate for health educators and community health workers is 21 percent, medical and health services managers is 23 percent, and social and community service managers is 21 percent. NEIU also provides that the MPH program will meet the demand for public health professionals in the State of Illinois. The *May 2014 State Occupational Employment and*

*Wage Estimates* report indicates Illinois location quotients approaching near or above the average for the following public health related careers: community and social service specialists, all other (1.25); community health workers (1.84); health educators (.88); and social and community service managers (.93).

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

The University indicates that the proposed MPH program will meet Goals 1 and 2 of *The Illinois Public Agenda for College and Career Success*. Goal 1 is *to increase educational attainment to match the best-performing states*. The MPH program represents an affordable and accessible program for first generation college students and working professionals to complete an advanced degree. The degree will seamlessly allow for students in NEIU's undergraduate Community Health track to continue their education while also providing an opportunity for working professionals and other adults to develop public health knowledge and core competencies. Goal 2 is *to ensure college affordability for students, families, and tax payers*. NEIU, a designated Hispanic Serving Institution, currently provides an affordable education to a diverse student body. It is recognized as one of the most affordable universities in the State of Illinois. NEIU ensures affordability by charging the lowest tuition among comparable programs in the Chicago area.

### **Comparable Programs in Illinois**

There are currently six graduate-level programs with the same proposed CIP code 51.2201 offered in the Chicago region. These programs are offered by Saint Xavier University, DePaul University, Loyola University of Chicago, Chicago State University, Argosy University Chicago Campus, and the University of Illinois at Chicago. These programs offer credit hours that range from 42-66 and meet the needs of learners seeking specific public health concentrations or formats. The NEIU MPH program will be a 42 credit hour program that offers a generalist public health degree education that will be taught by an interdisciplinary faculty team. The program addresses five core areas of public health (biostatistics, epidemiology, social and behavioral health, environmental health, and health care administration). Students will have the opportunity to complete six credit hours of electives from a variety of other programs at NEIU. In this way, students are not limited to a concentration area, but rather, can explore a wide range of topics related to public health such as sociology, gerontology, exercise physiology, women and gender's studies, justice studies, economics, philosophy, and more. In addition, NEIU'S low tuition model will also make the program attractive to prospective students.

### **Mission and Objectives**

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

The proposed program supports NEIU's mission and focus. The proposed program is consistent with the purpose, goals, objectives, and mission of the institution. The requested degree title reflects the degree's program objectives and curriculum.

### **Curriculum and Assessment**

*1050.30(b)(1) [applicable only to units of instruction]: A) The caliber and content of the curriculum must assure that the objectives of the unit of instruction will be achieved. B) The breadth and depth of the curriculum must be consistent with what the title of the unit of instruction*

*implies. C) The admission and graduation requirements for the unit of instruction must be consistent with the stated objectives of the unit of instruction. D) Institutions must show the capacity to develop, deliver and support academic programs. Procedures and policies that will assure the effective design, conduct and evaluation of the degree programs under the academic control of the institution must be developed. Assessment plans must demonstrate that the institution has identified clear and appropriate program and student learning goals and has defined appropriate outcomes. Appropriate data must be collected and may be requested by the Board to show the level of student learning that has occurred as a result of participation in the institution's programs of study.*

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

### Admission Requirements

Admission requirements for the MPH program are similar to other graduate programs at NEIU. Applicants are required to possess an undergraduate degree from a regionally accredited college or university or a recognized international college or university and have a 3.0 or higher GPA in a major related to one of the five core areas of public health knowledge: biostatistics; epidemiology; environmental health science; health services administration; and the social and behavioral sciences. Graduate Record Examination scores are not required for admission, but they may be submitted to supplement an application. Complete applications will be reviewed by a program committee, consisting of the program coordinator, assessment coordinator, and program faculty. An applicant who does not meet all of the academic requirements for admission to a degree program may be admitted on conditional or provisional basis.

### Curriculum

The Master of Public Health is a 42 credit hour generalist program grounded in the five core knowledge areas of public health as recognized by the Council on Education for Public Health (CEPH). The core knowledge areas are biostatistics, epidemiology, environmental health sciences, health services administration, and social and behavioral sciences. Students will complete the program in three tiers. Tier 1 emphasizes foundational material in the core areas of public health. Tier 2 emphasizes the integration of these core areas of public health in professional practice. Tier 3 includes an internship and capstone inquiry project that emphasizes the application of knowledge and skills acquired in coursework toward real public health problems in authentic public health settings. Students will also have the opportunity to select electives in topic areas related to public health, such as sociology, gerontology, exercise physiology, women and gender's studies, justice studies, and economics. The program will be offered to cohorts of students in a blend of face-to-face, online, and hybrid formats to provide a flexible learning environment

### Assessment of Student Learning Outcomes

Student learning in the MPH will be measured via multiple forms of direct and indirect assessment throughout the program. Along with shorter-term assignments, students will be required to complete five key assessments aligned with the core knowledge areas of public health. These key assessments include a biostatistics final project, a health behavior theory model presentation, an advocacy project, and a presentation grounded in an environmental problem-based learning exercise. Students will also complete an internship and a capstone writing project. The internship and capstone project are intended to measure application of core knowledge areas of



public health in real situations and/or settings, as well as a proficiency in the core competencies. The program coordinator, assessment coordinator, and faculty will review the aggregate student learning data to improve the learning experience.

### Program Assessment

The MPH program will be evaluated using the existing program review process at NEIU. The program will be reviewed at the end of the third year and every eight years, as part of ongoing program assessment. In addition, the program will abide by processes outlined by the CEPH, the accrediting body for public health programs. The program coordinator will be assigned the role of assessment coordinator, who is responsible for collecting all program assessment data and also initiating surveys of alumni, internship supervisors, and employers. The assessment coordinator will review both the raw and aggregate data for all of the assessments and work with faculty to review, summarize, and analyze the data at the semi-annual assessment meetings.

### Facilities (space, equipment, instructional materials)

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

Facilities at the University are sufficient for implementing the proposed MPH program. The program will be administered by the Department of HSPE in the College of Education. Every department at NEIU has its own librarian, including the Department of HSPE. The HSPE subject librarian is available to faculty and staff for one-on-one consultations, small group sessions, and assignment-specific library instruction classes.

NEIU's Ronald Williams Library provides access to a collection of over 800,000 books and serials, including over 500,000 other educational resources such as electronic books and journals, audio recordings, microfilms, maps, documents, and DVDs, eBooks, and eJournals. The Ronald Williams Library is a member of the Consortium of Academic and Research Libraries in Illinois (CARLI) and is a participating member of CARLI's service known as *I-Share*. *I-Share* consists of 86 academic libraries in Illinois who maintain a shared catalog of over 38 million items. The Ronald Williams Library also provides services at the Library Resource Center at El Centro campus. Students completing the MPH at the El Centro campus have full access to the resources at this facility.

### Faculty and Staff

*1050.30(a)(3): A) The academic preparation and experience of faculty and staff ensure that the objectives of the unit of instruction, research or public service are met. B) The academic preparation and experience of faculty and staff, as evidenced by level of degrees held, professional experience in the field of study and demonstrated knowledge of the field, ensure that they are able to fulfill their academic responsibilities. At a minimum, faculty shall have a degree from an institution accredited by a U.S. Department of Education and/or Council for Higher Education Accreditation recognized accrediting body or a degree from another country evaluated for U.S. equivalency in the discipline they will teach or for which they will develop curricula at least one*

level above that of the courses being taught or developed. C) The involvement of faculty in the unit of instruction, research or public service is sufficient to cover the various fields of knowledge encompassed by the unit, to sustain scholarship appropriate to the unit, and to assure curricular continuity and consistency in student evaluation....E) Support personnel, including but not limited to counselors, administrators, clinical supervisors, and technical staff, that are directly assigned to the unit of instruction, research or public service, have the educational background and experience necessary to carry out their assigned responsibilities.

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

### **Fiscal and Personnel Resources**

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

No new state resources are needed to establish the proposed program because most resources for the proposed program already exist, including faculty, staff, facilities and equipment, library resources, and instructional technology. The University will address any unmet resource need for this program through tuition revenue.

### **Accreditation and Licensure**

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

NEIU intends to seek specialized accreditation of the MPH from the Council on Education for Public Health. CEPH is an independent agency recognized to accredit graduate schools of public health and graduate public health programs outside schools of public health. The NEIU MPH would fall into the latter category.

### **Program Information**

*1050.30(b)(2)[applicable only to units of instruction]: A) The information which the institution provides for students and the public shall include the following: i) An accurate description of the unit of instruction, including its objectives, length, and residency requirements if any; ii) Schedule of tuition, fees, and all other charges and expenses necessary for completion of the unit of instruction, cancellation and refund policies; iii) Student rights and responsibilities; iv) A statement regarding the transferability of college credits, including the fact that the decision to accept transfer credits is determined by the receiving institutions; v) A statement as to how the institution will advise students on the nature of the transfer process, including the importance of consulting with institutions to which the student may seek to transfer; vi) Evidence of arrangements for the transfer of courses or credits or both to institutional counterparts, when these arrangements exist; these arrangements are also known as articulation agreements; vii) A statement of the*

*institution's most recent graduation rates and the number of graduates and enrollments as provided by the institution to the Integrated Postsecondary Education Data System (IPEDS) and any submission of data to satisfy Board reporting requirements; and viii) Other material facts concerning the institution and the unit of instruction as are likely to affect the decision of the student to enroll. B) The information listed in subsection (b)(2)(A) shall be available to prospective students prior to enrollment and shall be included in the institution's catalog of programs.*

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

### **Staff Conclusion**

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



## **Northern Illinois University**

**Proposed Program Title in the Region of Authorization:** Bachelor of Science in Sport Management in the Fox Valley Region

*Projected Enrollments and Degrees:* Northern Illinois University has projected that enrollment in the proposed Bachelor of Science in Sport Management will grow from 50 students in the first year to 200 students in the fifth year. The University has projected that approximately 50 degrees will be awarded in this program in its fifth year.

### **Background**

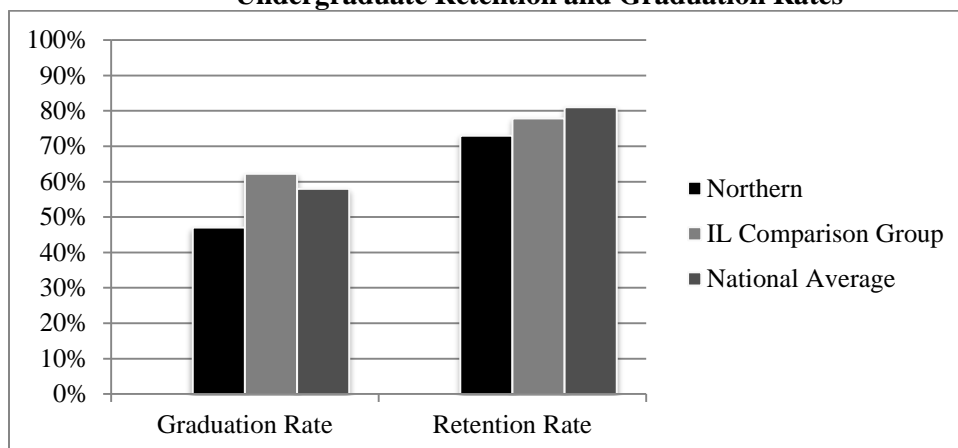
Northern Illinois University (NIU or the University) is seeking authority to offer a Bachelor of Science (BS) in Sport Management in the Fox Valley Region. The BS in Sport Management is a 120 credit hour program with 73 credit hours required for the program. The BS in Sport Management will prepare students for careers in professional sports, collegiate athletics, interscholastic sports, sporting goods and retail, commercial fitness, and a variety of agencies related to the sport and entertainment industry. The program will be administered by the Department of Kinesiology and Physical Education in the College of Education.

### **Institutional Data**

*1050.30(b)(1)(H): Success in student progression and graduation rates 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 these 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 nor national regulatory bodies. (ii) The success rate shall be, at a minimum, higher than those of the lowest quartile of these measures for similar Illinois institutions defined as open versus competitive enrollment institutions and primarily associate versus primarily baccalaureate granting institutions. Exceptions may be made to the lowest quartile if an institution is above the national average for these measures using the same comparison categories of institutions.*

This section includes information about institutional and student success measures for each institution seeking program approval. The institution's rates will be compared to Illinois institutions from within a select comparison group and against the national standards or averages. For a proposed undergraduate program, this section will include undergraduate graduation rates, first to second year retention rates, student loan default rates, and any applicable licensure passage rates. For a proposed graduate program, this section will primarily focus on student loan default data since this measure also includes graduate students in the calculation.

### Undergraduate Retention and Graduation Rates



Source: *National System for Education Statistics, U.S. Department of Education*  
Note: *Northern Illinois University is in the four-year, selective Illinois comparison group. Higher percentages are positive indicators.*

#### Undergraduate Graduation Rate

The University's 2015-2016 graduation rate was 47 percent and the average among comparable Illinois institutions was 62.2 percent. The most current published national 2014-2015 average graduation rate available for public four-year institutions was 58 percent. The graduation rate measures the rate at which entering freshmen graduate within 150 percent of normal program length. Data are provided for six-year graduation rates for first-time, full-time bachelor's degree-seeking students and three-year graduation rates for full-time associate degree-seeking students. The national standard for graduation rates is reported annually by the National Center for Education Statistics (NCES).

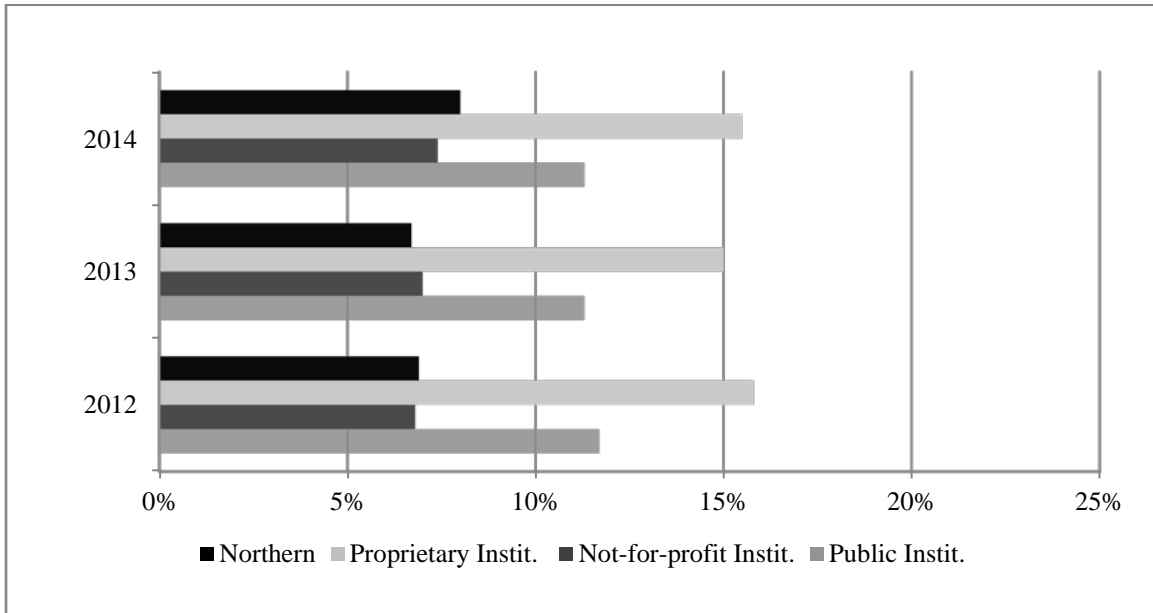
#### Undergraduate Retention Rate

The University's 2015-2016 retention rate was 73 percent and the average among comparable Illinois institutions was 77.9 percent. The most current published national 2014-2015 average graduation rate available for public four-year institutions was 81 percent. Retention rates examine the percentage of first-time degree seeking students enrolled in the fall of the prior year that are still enrolled in the fall of the current year. The national standard for retention rates is reported annually by NCES.

#### Undergraduate Completions per 100 FTE

The University's 2015-2016 completions per 100 full-time equivalent (FTE) rate was 26. 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: Northern Illinois University is a public institution. A lower number is a positive indicator.

#### Student Loan Default Rate

The three-year student loan default rate for the University was 8.0 percent in 2014, 6.7 percent in 2013, and 6.9 percent in 2012. 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 2014 three-year national cohort default rate was 11.5 percent. The Fiscal Year 2014 three-year national cohort average default rate breakdown by institutional sector is: 11.3 percent for public institutions; 7.4 percent for not-for-profit institutions; and 15.5 percent for proprietary institutions.

#### Need

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

According to the U.S. Bureau of Labor Statistics, employment in coaching and scouting positions is projected to grow 13 percent from 2016 to 2026, faster than average for all occupations. Additionally the Bureau of Labor Statistics lists Illinois as third among the 50 states in highest concentration of employment in sports and entertainment.

*The Illinois Public Agenda for College and Career Success*

The University indicates that the proposed program will support Goal 3 of *The Illinois Public Agenda for College and Career Success*. Goal 3 is *to increase the number of high-quality postsecondary credentials to meet the demands of the economy in an increasingly global society*. Graduates of the proposed program will support a growing employment sector in the state. Additionally, NIU has developed a cross-college college collaboration between the University's College of Education and College of Business to offer the first credential in sport sales in Illinois and the Midwest.

### **Comparable Programs in Illinois**

There are currently 18 bachelor's level programs in sport management. However, in the Fox Valley region, the only undergraduate sport management programs are located at Aurora University and Judson University. NIU offers students exposure to faculty with expertise in sports-related disciplines and larger and more robust sports facilities for internships and practicum experiences.

### **Mission and Objectives**

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

The proposed program is consistent with the purpose, goals, objectives, and mission of the institution. The requested degree title reflects the degree's program objectives and curriculum.

### **Curriculum and Assessment**

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

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

### **Admission Requirements**

For the BS in Sport Management, applicants must have graduated high school or attained high school equivalency through the GED test. The following materials may also be considered when making admissions decisions: a formal application for admissions; official transcripts for high school and any college work; an official ACT assessment or SAT Reasoning Test score report;



and an application fee. Transfer credits are evaluated upon entry. Consistent with the University's undergraduate admission policy, students may transfer up to 66 credit hours.

## Curriculum

The BS in Sport Management is a 120 semester hour program that requires 49 credits on the social, psychological, legal and ethical aspects of sports; culture of sports; sport management, sales, and event management; and promotion, marketing, and finance of sports programs and the industry. Additionally, the BS in Sport Management requires 24 hours in business-related coursework, introductory psychology, and statistics. Students will be strongly encouraged to pursue an accompanying minor with one option being the minor in sports sales which is the only credential of its kind in the State and region. Most courses will be offered in face-to-face and experiential learning formats with some online elements.

## Assessment of Student Learning

NIU 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: research papers; group projects; presentations; course-level learning assignments; and internship evaluations. Indirect assessments include: formal student evaluations of faculty and courses; retention; graduation and time-to-completion rates; exit interviews; and employer and alumni surveys.

## Program Assessment

The University has a clearly articulated assessment plan to determine the overall effectiveness of its programs and the degree to which students' needs are being met. Working with shared governance bodies including the University Assessment Panel and the Academic Planning Council, the Provost and his staff oversee the assessment and program review for the University. The program review process provides an opportunity to examine the program and identify areas for program improvement, and plans for the future. The Department of Kinesiology and Physical Education 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)**

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

## Technology and Instructional Resources

The University has sufficient dedicated classroom, laboratory, equipment, and computer lab space. The necessary technology and research capabilities to support the proposed program are available through the University.

## Library

The University's Founders Memorial Library (Founders) maintains a collection of resources to support the current program that will be utilized for the proposed doctoral program. Founders provides access to a collection of over 834,000 print and e-books. Through consortia agreements, the Library is affiliated through I-Share and WorldCat with over 10,000 libraries worldwide, expanding its collection to over 2.5 million print and electronic books and 275 databases.

## Faculty and Staff

*1050.30(a)(3): A) The academic preparation and experience of faculty and staff ensure that the objectives of the unit of instruction, research or public service are met. B) The academic preparation and experience of faculty and staff, as evidenced by level of degrees held, professional experience in the field of study and demonstrated knowledge of the field, ensure that they are able to fulfill their academic responsibilities. At a minimum, faculty shall have a degree from an institution accredited by a U.S. Department of Education and/or Council for Higher Education Accreditation recognized accrediting body or a degree from another country evaluated for U.S. equivalency in the discipline they will teach or for which they will develop curricula at least one level above that of the courses being taught or developed. C) The involvement of faculty in the unit of instruction, research or public service is sufficient to cover the various fields of knowledge encompassed by the unit, to sustain scholarship appropriate to the unit, and to assure curricular continuity and consistency in student evaluation....E) Support personnel, including but not limited to counselors, administrators, clinical supervisors, and technical staff, that are directly assigned to the unit of instruction, research or public service, have the educational background and experience necessary to carry out their assigned responsibilities.*

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

## Fiscal and Personnel Resources

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

Existing facilities, laboratories, equipment, and library resources will support the proposed program. Any additional funds required will be reallocated from the current budget as part of the University's ongoing alignment with Program Prioritization recommendations and subsequent Action Planning.

## **Accreditation and Licensure**

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

No specialized accreditation is required.

## **Program Information**

*1050.30(b)(2)[applicable only to units of instruction]: A) The information which the institution provides for students and the public shall include the following: i) An accurate description of the unit of instruction, including its objectives, length, and residency requirements if any; ii) Schedule of tuition, fees, and all other charges and expenses necessary for completion of the unit of instruction, cancellation and refund policies; iii) Student rights and responsibilities; iv) A statement regarding the transferability of college credits, including the fact that the decision to accept transfer credits is determined by the receiving institutions; v) A statement as to how the institution will advise students on the nature of the transfer process, including the importance of consulting with institutions to which the student may seek to transfer; vi) Evidence of arrangements for the transfer of courses or credits or both to institutional counterparts, when these arrangements exist; these arrangements are also known as articulation agreements; vii) A statement of the institution's most recent graduation rates and the number of graduates and enrollments as provided by the institution to the Integrated Postsecondary Education Data System (IPEDS) and any submission of data to satisfy Board reporting requirements; and viii) Other material facts concerning the institution and the unit of instruction as are likely to affect the decision of the student to enroll. B) The information listed in subsection (b)(2)(A) shall be available to prospective students prior to enrollment and shall be included in the institution's catalog of programs.*

Information about the BS in Sport Management including a detailed description of the curriculum, admission requirements, tuition, fees and other cost information of the program, as well as university and graduate school policies, will be published on the University's website. Comparable information about the program will be published in the University's Catalog.

## **Staff Conclusion**

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

**Proposed Program Title in the Region of Authorization:** Master of Science in Digital Marketing in the Fox Valley Region

*Projected Enrollments and Degrees:* Northern Illinois University has projected that enrollment in the proposed Master of Science in Digital Marketing will grow from ten students in the first year to 80 students in the fifth year. The University has projected that approximately 40 degrees will be awarded in this program in its fifth year.

**Background**

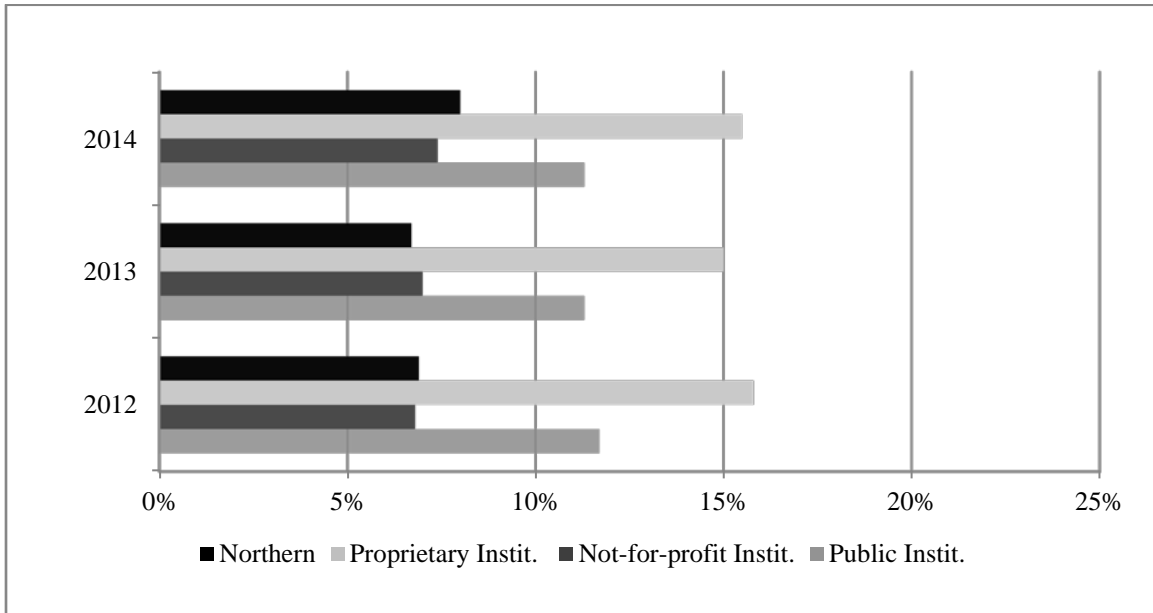
Northern Illinois University is seeking authority to offer a Master of Science (MS) in Digital Marketing in the Fox Valley Region. The MS in Digital Marketing is a 38-39 semester hour online program designed to prepare students for advanced careers in marketing. The program will be administered by the Department of Marketing in the College of Business.

**Institutional Data**

*1050.30(b)(1)(H): Success in student progression and graduation rates 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 these 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 nor national regulatory bodies. (ii) The success rate shall be, at a minimum, higher than those of the lowest quartile of these measures for similar Illinois institutions defined as open versus competitive enrollment institutions and primarily associate versus primarily baccalaureate granting institutions. Exceptions may be made to the lowest quartile if an institution is above the national average for these measures using the same comparison categories of institutions.*

This section includes information about institutional and student success measures for each institution seeking program approval. The institution's rates will be compared to Illinois institutions from within a select comparison group and against the national standards or averages. For a proposed undergraduate program, this section will include undergraduate graduation rates, first to second year retention rates, student loan default rates, and any applicable licensure passage rates. For a proposed graduate program, this section will primarily focus on student loan default data since this measure also includes graduate students in the calculation.

### Three Year Cohort Student Loan Default Rate



Source: National Center for Education Statistics, U.S. Department of Education

Note: Northern Illinois University is a public institution. A lower number is a positive indicator.

#### Student Loan Default Rate

The three-year student loan default rate for the University was 8.0 percent in 2014, 6.7 percent in 2013, and 6.9 percent in 2012. 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 2014 three-year national cohort default rate was 11.5 percent. The Fiscal Year 2014 three-year national cohort average default rate breakdown by institutional sector is: 11.3 percent for public institutions; 7.4 percent for not-for-profit institutions; and 15.5 percent for proprietary institutions.

#### Need

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

According to the Bureau of Labor Statistics (BLS), employment of advertising, promotions, and marketing managers is projected to grow nine percent from 2016 to 2026, faster than the average for all occupations. Additionally, the BLS projects employment of marketing research analysts to grow 23 percent from 2016 to 2026. This growth will be driven by an increased use of data and market research across all industries in order to understand the needs and wants of consumers and to measure the effectiveness of marketing and business strategies. The Department of Marketing currently offers a BS in Marketing and two undergraduate certificate programs in digital marketing and professional selling. The BS in Marketing continually ranks among the top ten degrees in terms of number of students graduating within the university, and the Digital

Marketing Certificate has had an average of 40-plus certificates awarded each year for the past six years.

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

The University indicates that the proposed program will support Goal 1 of *The Illinois Public Agenda for College and Career Success*. Goal 1 is to *increase educational attainment to match best-performing states*. The MS in Digital Marketing will be accredited by the Association to Advance Collegiate Schools of Business (AACSB), ensuring a high degree of excellence. Graduates of the proposed program will benefit from existing partnerships with prominent companies such as Adobe, C.H. Robinson, TEK systems, Enterprise Rent-A-Car, Gartner, Impact Networking, McKesson, UPS, Pulte Homes, and Sherwin Williams. Additionally, the University indicates that the proposed program will support Goal 2. Goal 2 is *ensuring college affordability for students, families, and tax payers*. This program will be offered fully online to provide flexibility to students working full- or part-time.

### **Comparable Programs in Illinois**

Aurora University is the only institution listed as offering a MS in Digital Marketing. The proposed MS in Digital Marketing program will be the first AACSB-accredited program specializing in digital marketing offered in the State of Illinois.

### **Mission and Objectives**

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

The proposed program is consistent with the purpose, goals, objectives, and mission of the institution. The requested degree title reflects the degree's program objectives and curriculum.

### **Curriculum and Assessment**

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

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

## Admission Requirements

For the MS in Digital Marketing, applicants must be admitted to the Graduate School and have obtained a baccalaureate degree from an accredited U.S. college or university or the equivalent degree from a recognized foreign institution. The following materials may also be considered when making admissions decisions: two letters of recommendation; a strong record of academic achievement demonstrated by an undergraduate cumulative GPA of 2.75 or a minimum GPA of 2.75 in the last 60 hours or completion of 15 or more semester hours of graduate work with a minimum of a 3.2 GPA; and official transcripts. The GMAT is not required but may be submitted to supplement the academic record if the GPA does not fully demonstrate academic ability. To be considered for transfer, graduate work must have been completed in the past six years at a regional accredited institution and must meet the quality and content of courses offered at Northern. Fifteen transfer credit hours is the maximum allowed.

## Curriculum

The MS in Digital Marketing is a 38-39 semester hour online program including eight credit hours of prerequisites for phase one. The prerequisites include a marketing survey course, a business information and statistics course, and a choice of one three-hour elective. Some or all of those prerequisites may be waived by the department depending on the undergraduate business degree of the student. The second phase of the program consists of 15 hours in marketing foundations and six courses in digital marketing. Additionally, students must complete a capstone project for three credit hours. The capstone project consists of two different types of opportunities for students to select from after completing the foundational coursework. For the first option, a team of students will work with a for- or non-profit organization to develop a digital advertising or marketing plan. For the second option, students will work individually on a capstone project related to digital marketing and its application to marketing strategy.

## Assessment of Student Learning

Northern 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: presentations; course-level learning assignments; course projects; and a capstone project. Indirect assessments include: formal student evaluations of faculty and courses; retention; graduation and time-to-completion rates; job placement rates; student certification performance passing rates; advisory board survey results; graduate exit surveys; and employer and alumni surveys.

## Program Assessment

The University has a clearly articulated assessment plan to determine the overall effectiveness of its programs and the degree to which students' needs are being met. Working with shared governance bodies including the University Assessment Panel and the Academic Planning Council, the Provost and his staff oversee the assessment and program review for the University. The program review process provides an opportunity to examine the program and identify areas for program improvement, and plans for the future. The Department of Marketing 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 graduate program will follow these existing protocols for continuous improvement.

## **Facilities (space, equipment, instructional materials)**

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

## Technology and Instructional Resources

The University has sufficient dedicated classroom and computer lab space. The necessary technology and research capabilities to support the proposed graduate program are available through the University.

## Library

The University's Founders Memorial Library (Founders) maintains a collection of resources to support the current program that will be utilized for the proposed doctoral program. Founders provides access to a collection of over 834,000 print and e-books. Through consortia agreements, the Library is affiliated through I-Share and WorldCat with over 10,000 libraries worldwide, expanding its collection to over 2.5 million print and electronic books and 275 databases.

## **Faculty and Staff**

*1050.30(a)(3): A) The academic preparation and experience of faculty and staff ensure that the objectives of the unit of instruction, research or public service are met. B) The academic preparation and experience of faculty and staff, as evidenced by level of degrees held, professional experience in the field of study and demonstrated knowledge of the field, ensure that they are able to fulfill their academic responsibilities. At a minimum, faculty shall have a degree from an institution accredited by a U.S. Department of Education and/or Council for Higher Education Accreditation recognized accrediting body or a degree from another country evaluated for U.S. equivalency in the discipline they will teach or for which they will develop curricula at least one level above that of the courses being taught or developed. C) The involvement of faculty in the unit of instruction, research or public service is sufficient to cover the various fields of knowledge encompassed by the unit, to sustain scholarship appropriate to the unit, and to assure curricular continuity and consistency in student evaluation....E) Support personnel, including but not limited to counselors, administrators, clinical supervisors, and technical staff, that are directly assigned to the unit of instruction, research or public service, have the educational background and experience necessary to carry out their assigned responsibilities.*

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



## **Fiscal and Personnel Resources**

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

Existing facilities, laboratories, equipment, and library resources will support the proposed program. Any additional funds required will be reallocated from the current budget as part of the University's ongoing alignment with Program Prioritization recommendations and subsequent Action Planning.

## **Accreditation and Licensure**

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

The University currently holds specialized accreditation with AACSB, and the MS in Digital Marketing will be covered under this existing accreditation. Additionally, there are some optional certifications within this field that can be of benefit to individual within this profession. Certificate exams in AdWords, Analytics, Websites, E-mail Marketing, Sales Enablement, and Excel can be taken while satisfying the required graduate coursework.

## **Program Information**

*1050.30(b)(2)[applicable only to units of instruction]: A) The information which the institution provides for students and the public shall include the following: i) An accurate description of the unit of instruction, including its objectives, length, and residency requirements if any; ii) Schedule of tuition, fees, and all other charges and expenses necessary for completion of the unit of instruction, cancellation and refund policies; iii) Student rights and responsibilities; iv) A statement regarding the transferability of college credits, including the fact that the decision to accept transfer credits is determined by the receiving institutions; v) A statement as to how the institution will advise students on the nature of the transfer process, including the importance of consulting with institutions to which the student may seek to transfer; vi) Evidence of arrangements for the transfer of courses or credits or both to institutional counterparts, when these arrangements exist; these arrangements are also known as articulation agreements; vii) A statement of the institution's most recent graduation rates and the number of graduates and enrollments as provided by the institution to the Integrated Postsecondary Education Data System (IPEDS) and any submission of data to satisfy Board reporting requirements; and viii) Other material facts concerning the institution and the unit of instruction as are likely to affect the decision of the student to enroll. B) The information listed in subsection (b)(2)(A) shall be available to prospective students prior to enrollment and shall be included in the institution's catalog of programs.*

Information about the MS in Digital Marketing including a detailed description of the curriculum, admission requirements, tuition, fees and other cost information of the program, as well as university and graduate school policies, will be published on the University's website. Comparable information about the program will be published in the University's Catalog.

## **Staff Conclusion**

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

**Proposed Program Title in the Region of Authorization:** Master of Science in Health Sciences in the Fox Valley Region

*Projected Enrollments and Degrees:* Northern Illinois University has projected that enrollment in the proposed Master of Science in Health Sciences will grow from five students in the first year to 35 students in the fifth year. The University has projected that approximately ten degrees will be awarded in this program in its fifth year.

## **Background**

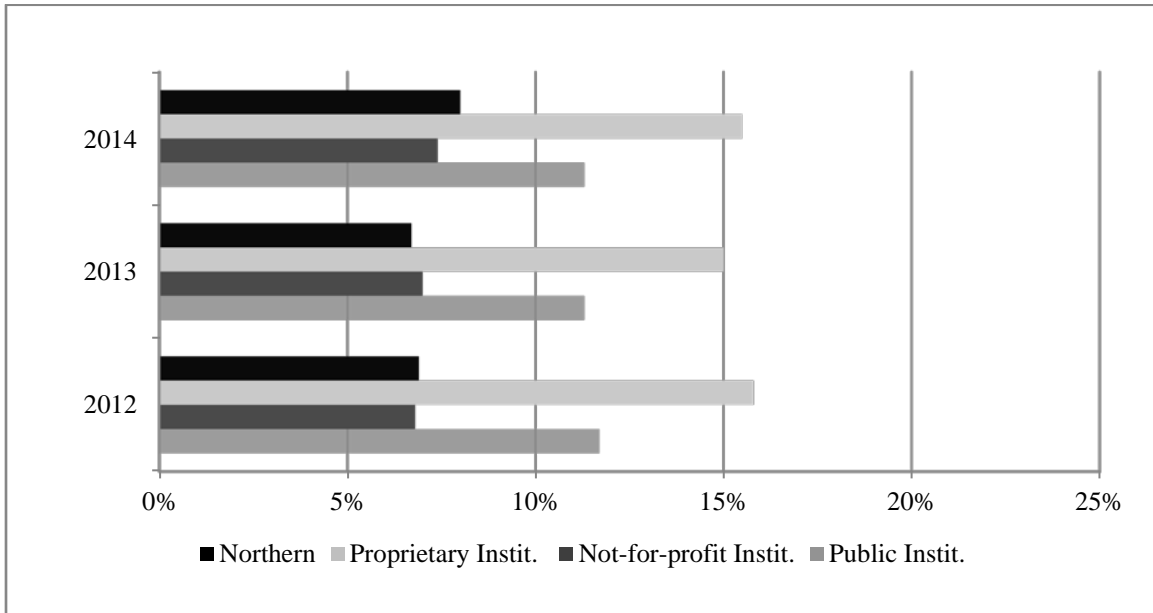
Northern Illinois University is seeking authority to offer a Master of Science (MS) in Health Sciences in the Fox Valley Region. The MS in Health Sciences is a 30 credit hour program designed with an interdisciplinary approach to prepare students from a wide range of clinical professions to become managers, educators, and leaders in health-related fields or progress to doctoral studies. The MS in Health Sciences provides a stackable degree option for those students interested in pursuing the Doctorate in Health Sciences. The proposed program will prepare students for careers in health and human services organizations and companies. The program will be administered by the College of Health and Human Services.

## **Institutional Data**

*1050.30(b)(1)(H): Success in student progression and graduation rates 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 these 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 nor national regulatory bodies. (ii) The success rate shall be, at a minimum, higher than those of the lowest quartile of these measures for similar Illinois institutions defined as open versus competitive enrollment institutions and primarily associate versus primarily baccalaureate granting institutions. Exceptions may be made to the lowest quartile if an institution is above the national average for these measures using the same comparison categories of institutions.*

This section includes information about institutional and student success measures for each institution seeking program approval. The institution's rates will be compared to Illinois institutions from within a select comparison group and against the national standards or averages. For a proposed undergraduate program, this section will include undergraduate graduation rates, first to second year retention rates, student loan default rates, and any applicable licensure passage rates. For a proposed graduate program, this section will primarily focus on student loan default data since this measure also includes graduate students in the calculation.

### Three Year Cohort Student Loan Default Rate



Source: National Center for Education Statistics, U.S. Department of Education

Note: Northern Illinois University is a public institution. A lower number is a positive indicator.

#### Student Loan Default Rate

The three-year student loan default rate for the University was 8.0 percent in 2014, 6.7 percent in 2013, and 6.9 percent in 2012. 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 2014 three-year national cohort default rate was 11.5 percent. The Fiscal Year 2014 three-year national cohort average default rate breakdown by institutional sector is: 11.3 percent for public institutions; 7.4 percent for not-for-profit institutions; and 15.5 percent for proprietary institutions.

#### Need

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

The proposed MS in Health Sciences is designed to address significant leadership and managerial shortages in the clinical health services arena. The Illinois Department of Employment Security estimates that occupations in medical, health services, social, and community services will grow by 629 annually in Illinois with 36 percent of those positions representing new or growth positions. According to the Bureau of Labor Statistics, employment of medical and health services managers is projected to grow 23 percent from 2012 to 2022.

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

The University indicates that the proposed program will support Goal 4 of *The Illinois Public Agenda for College and Career Success*. Goal 4 is *to better integrate Illinois' educational, research, and innovation assets to meet economic needs of the state and its regions*. As the need for health services increases, so does the need for managers, educators, and leaders of those services. Graduates of the proposed program will be able to advance in careers in aging services, clinical education, health promotions, health sciences, hospital systems, human development, and medical laboratory sciences.

### **Comparable Programs in Illinois**

Comparable programs are offered at Rush University, Western Illinois University, and University of Illinois at Chicago. The MS in Health Sciences at Northern Illinois University will require less hours, a professional portfolio, and be available fully online.

### **Mission and Objectives**

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

The proposed program is consistent with the purpose, goals, objectives, and mission of the institution. The requested degree title reflects the degree's program objectives and curriculum.

### **Curriculum and Assessment**

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

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

### **Admission Requirements**

For the MS in Health Sciences, applicants must have been admitted to the Graduate School and have obtained a baccalaureate in a field of study related to health sciences from an accredited U.S. college or university or the equivalent degree from a recognized foreign institution. The following materials may also be considered when making admissions decisions: two letters of recommendation; official transcripts; a written personal statement of purpose; and official GRE test

scores for any student with less than a 3.2 undergraduate grade point average. To be considered for transfer, graduate work must have been completed in the past six years at a regional accredited institution and must meet the quality and content of courses offered at NIU. Fifteen transfer credit hours is the maximum allowed.

## Curriculum

The MS in Health Sciences is a 30 semester hour program that includes fifteen semester hours in the required core and electives to make up the balance. Core content includes foundational research methods, statistics, management, and systems- or theory-based courses. Students can complete the program through online coursework. Students may opt to take specific electives to satisfy and meet the certification or licensing requirements for Certified Health Education Specialist (CHES) from the National Commission for Health Education Credentialing and the Illinois Nursing Home Administrator Examination from the Illinois Department of Financial and Professional Regulations. Students will be required to successfully complete a written portfolio of student work including a professional development plan as the comprehensive examination. The program will be administered by the School of Interdisciplinary Health Professions in the College of Health and Human Sciences

## Student Assessment

NIU 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: seminar presentations; case study analyses; reflection papers; a professional development plan; course-level learning assignments; and a comprehensive qualifying examination. Indirect assessments include: mid-point survey; formal student evaluations of faculty and courses; student satisfaction surveys; retention and graduation rates; pass rates on the comprehensive examination; and employer and alumni surveys.

## Program Assessment

The University has a clearly articulated assessment plan to determine the overall effectiveness of its programs and the degree to which students' needs are being met. Working with shared governance bodies including the University Assessment Panel and the Academic Planning Council, the Provost and his staff oversee the assessment and program review for the University. The program review process provides an opportunity to examine the program and identify areas for program improvement, and plans for the future. The College of Health and Human Sciences 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)**

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

## Technology and Instructional Resources

The University has sufficient dedicated classroom and computer lab space. The necessary technology and research capabilities to support the proposed doctoral program are available through the University.

## Library

The University's Founders Memorial Library (Founders) maintains a collection of resources to support the current program that will be utilized for the proposed doctoral program. Founders provides access to a collection of over 834,000 print and e-books. Through consortia agreements, the Library is affiliated through I-Share and WorldCat with over 10,000 libraries worldwide, expanding its collection to over 2.5 million print and electronic books and 275 databases.

## Faculty and Staff

*1050.30(a)(3): A) The academic preparation and experience of faculty and staff ensure that the objectives of the unit of instruction, research or public service are met. B) The academic preparation and experience of faculty and staff, as evidenced by level of degrees held, professional experience in the field of study and demonstrated knowledge of the field, ensure that they are able to fulfill their academic responsibilities. At a minimum, faculty shall have a degree from an institution accredited by a U.S. Department of Education and/or Council for Higher Education Accreditation recognized accrediting body or a degree from another country evaluated for U.S. equivalency in the discipline they will teach or for which they will develop curricula at least one level above that of the courses being taught or developed. C) The involvement of faculty in the unit of instruction, research or public service is sufficient to cover the various fields of knowledge encompassed by the unit, to sustain scholarship appropriate to the unit, and to assure curricular continuity and consistency in student evaluation....E) Support personnel, including but not limited to counselors, administrators, clinical supervisors, and technical staff, that are directly assigned to the unit of instruction, research or public service, have the educational background and experience necessary to carry out their assigned responsibilities.*

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

## Fiscal and Personnel Resources

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

Existing facilities, equipment, and library resources will support the proposed program. Any additional funds required will be reallocated from the current budget as part of the University's Program Prioritization recommendations and subsequent Action Planning.

## **Accreditation and Licensure**

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

No specialized accreditation is required. Students may opt to take specific electives to satisfy and meet the certification or licensing requirements for CHES from the National Commission for Health Education Credentialing and the Illinois Nursing Home Administrator Examination from the Illinois Department of Federal and Professional Regulations.

## **Program Information**

*1050.30(b)(2)[applicable only to units of instruction]: A) The information which the institution provides for students and the public shall include the following: i) An accurate description of the unit of instruction, including its objectives, length, and residency requirements if any; ii) Schedule of tuition, fees, and all other charges and expenses necessary for completion of the unit of instruction, cancellation and refund policies; iii) Student rights and responsibilities; iv) A statement regarding the transferability of college credits, including the fact that the decision to accept transfer credits is determined by the receiving institutions; v) A statement as to how the institution will advise students on the nature of the transfer process, including the importance of consulting with institutions to which the student may seek to transfer; vi) Evidence of arrangements for the transfer of courses or credits or both to institutional counterparts, when these arrangements exist; these arrangements are also known as articulation agreements; vii) A statement of the institution's most recent graduation rates and the number of graduates and enrollments as provided by the institution to the Integrated Postsecondary Education Data System (IPEDS) and any submission of data to satisfy Board reporting requirements; and viii) Other material facts concerning the institution and the unit of instruction as are likely to affect the decision of the student to enroll. B) The information listed in subsection (b)(2)(A) shall be available to prospective students prior to enrollment and shall be included in the institution's catalog of programs.*

Information about the MS in Health Sciences including a detailed description of the curriculum, admission requirements, tuition, fees and other cost information of the program, as well as university and graduate school policies, will be published on the University's website. Comparable information about the program will be published in the University's Catalog.

## **Staff Conclusion**

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





## University of Illinois at Chicago

**Proposed Center Title in the Region of Authorization:** Center for Urban Education Leadership in the Chicago Region

*New Administrative Unit:* This proposal is for the approval of a permanent center to focus its academic and service activities on the spectrum of providing research and policy initiatives that support the preparation and development of transformative principals for urban schools. The Center for Urban Education Leadership (CUEL or the Center) will be an academic center equivalent in standing to all other academic departments within the College of Education. The CUEL will be fully integrated within the College and will further the University's commitment to educational equity as it contributes to social, political, and economic parity.

### Background

The University of Illinois at Chicago (UIC or the University) requests approval to establish a Center for Urban Education Leadership within the College of Education located in Chicago, Illinois. Originally established as a temporary center in 2011, the CUEL researches innovative models of school principal leadership preparation and development with the goal of putting great leaders in every school nationwide. The Center has also been instrumental in supporting, researching, and disseminating the work of the UIC EdD program in Urban Education Leadership. Since the founding of the Center, UIC has worked closely with the Chicago Public School (CPS) to improve recruitment, preparation, and retention of school leaders and advanced changes in Illinois laws pertaining to licensure of school leaders. Changing the status of the Center from temporary to permanent will allow CUEL to continue its research, program, and advocacy efforts in Illinois and the nation.

### Institutional Data

*1050.30(b)(1)(H): Success in student progression and graduation rates 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 these 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 nor national regulatory bodies. (ii) The success rate shall be, at a minimum, higher than those of the lowest quartile of these measures for similar Illinois institutions defined as open versus competitive enrollment institutions and primarily associate versus primarily baccalaureate granting institutions. Exceptions may be made to the lowest quartile if an institution is above the national average for these measures using the same comparison categories of institutions.*

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

### Need

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

The CUEL is being proposed to serve as a permanent center to focus its academic and service activities on the spectrum of providing research and policy initiatives that support the preparation and development of transformative principals for urban schools. The purpose of the CUEL is to improve student learning outcomes in Illinois by improving school leadership in every school in the State of Illinois. The Center achieves these goals by supporting the development of an innovative, nationally recognized principal preparation program that focuses on improving learning outcomes in schools, and then disseminating the results of those efforts. Working closely with UIC's EdD program in Urban Education Leadership, the Center's research and advocacy focuses on the particular needs and challenges of America's most high-need urban school districts.

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

The University indicates the proposed Center supports Goal 1 of *The Illinois Public Agenda for College and Career Success*. Goal 1 is to *increase educational attainment to match best-performing states*. The mission of the Center is to provide research and policy initiatives that support the preparation and development of transformative principals for urban schools at scale at the local, state, and national levels. Research is clear that improving school leadership can improve educational attainment from Pre-K through 12th grade and into postsecondary success. The Center has already been successful in Chicago and statewide in increasing the number of high-quality postsecondary school leaders endorsed under the new Illinois P-12 Principal Preparation law. Therefore, the Center's purpose focuses on improving student learning outcomes in Illinois by improving school leadership throughout the state.

### **Comparable Institutes and Centers in Illinois**

The CUEL is unique in Illinois in its commitment to urban education in general and to sustaining partnership with the CPS in particular. While other colleges of education in Illinois do have research centers (e.g., Illinois State University Center for the Study of Education Policy, University of Chicago Urban Education Institute, and University of Illinois at Urbana-Champaign Center for Education in Small Urban Communities), none share the CUEL's mission and level of activity for development of urban school leaders.

### **Mission and Objectives**

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

The CUEL supports the priorities of the University and the State by providing principals who dramatically improve student learning in high-need and under-resourced schools, as well as advocating to policy makers, a financially sustainable model for preparing these school leaders. The CUEL will provide research and policy initiatives that support the preparation and development of transformative principals for urban schools at scale at three different levels: local-level assessment, research, and technical support that enables the nationally-awarded UIC EdD program in Urban Education Leadership to continue improving and demonstrating its impact on CPS and other nearby urban districts; research, policy, and implementation support that enable CPS and the State to improve policies and practices that support the systematic production of high-quality principals who lead improved student learning outcomes in schools statewide; and, national-level research, policy and implementation support that enable UIC to elevate its performance as a sought-after resource to other states and national agencies. Furthermore, the Center will create

collaborative opportunities for more synergistic research and teaching, leading to additional grant opportunities and enhanced curricular innovation.

### **Assessment of Outcomes**

Performance metrics related to the mission and current strategic priorities of the Center will be reviewed biannually by the Advisory Board, as well as through the University's formal cyclical review process. The Board will make recommendations to the Director regarding process changes, adequacy of resources, or other issues to be addressed to ensure that the goals developed and deliverables produced by the Center (research, publications, grant funding, data, and policy impacts) are supporting a program of continuous improvement in school leadership development policies and practices. The quality assurance assets and processes utilized by Center staff include a sophisticated relational database that stores key information about EdD students and various school leaders; outreach and annual surveys to key stakeholders; a website designed to solicit public input; an internal project management tracking protocol; and regular interactions with external funders. The Center uses these resources as compelling evidence to demonstrate goal attainment as well as alignment with the University's mission through regular reporting of statistical and qualitative data linking improvements in university-based school leader preparation to commensurate improvements in school functioning and student outcomes. Growth in both the number and kinds of collaborations and partnerships between the Center and school districts, state lead education agencies, and other policy bodies with a stake in improving school leadership also provide key indicators of the Center's success.

### **Facilities (space, equipment, instructional materials)**

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

The CUEL will be housed entirely within the College of Education. The College of Education has sufficient classroom, technology, and library resources to support their degree programs, departments, and the Center. No new office or meeting spaces will be needed to accommodate the permanent Center.

### **Faculty and Staff**

*1050.30(a)(3): A) The academic preparation and experience of faculty and staff ensure that the objectives of the unit of instruction, research or public service are met. B) The academic preparation and experience of faculty and staff, as evidenced by level of degrees held, professional experience in the field of study and demonstrated knowledge of the field, ensure that they are able to fulfill their academic responsibilities. At a minimum, faculty shall have a degree from an institution accredited by a U.S. Department of Education and/or Council for Higher Education Accreditation recognized accrediting body or a degree from another country evaluated for U.S. equivalency in the discipline they will teach or for which they will develop curricula at least one level above that of the courses being taught or developed. C) The involvement of faculty in the unit of instruction, research or public service is sufficient to cover the various fields of knowledge*

*encompassed by the unit, to sustain scholarship appropriate to the unit, and to assure curricular continuity and consistency in student evaluation....E) Support personnel, including but not limited to counselors, administrators, clinical supervisors, and technical staff, that are directly assigned to the unit of instruction, research or public service, have the educational background and experience necessary to carry out their assigned responsibilities.*

The CUEL will be housed entirely within the College of Education and will employ twelve full-time staff. The CUEL will have the same structure as other University centers, with the Center Director reporting to the Dean of the College of Education, who reports to the Provost. The Center will also employ an Associate Director, Director of Research, and multiple Research Specialists and Leadership Coaches. The Center also plans to engage College faculty when appropriate.

### **Fiscal and Personnel Resources**

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

Funding, staffing, space, and equipment for the CUEL will come from the College of Education. Additional funding from various external grants will also be used to supplement the Center's cost of research and support services, amongst many other activities. The Center will engage College of Education faculty affiliates, and will also benefit from their partnership with the College's other three academic programs: Curriculum and Instruction; Special Education; and Educational Psychology.

### **Accreditation and Licensure**

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

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

### **Program Information**

*1050.30(b)(2)[applicable only to units of instruction]: A) The information which the institution provides for students and the public shall include the following: i) An accurate description of the unit of instruction, including its objectives, length, and residency requirements if any; ii) Schedule of tuition, fees, and all other charges and expenses necessary for completion of the unit of instruction, cancellation and refund policies; iii) Student rights and responsibilities; iv) A statement regarding the transferability of college credits, including the fact that the decision to accept transfer credits is determined by the receiving institutions; v) A statement as to how the institution will advise students on the nature of the transfer process, including the importance of consulting with institutions to which the student may seek to transfer; vi) Evidence of arrangements for the transfer of courses or credits or both to institutional counterparts, when these arrangements exist; these arrangements are also known as articulation agreements; vii) A statement of the institution's most recent graduation rates and the number of graduates and enrollments as provided*

*by the institution to the Integrated Postsecondary Education Data System (IPEDS) and any submission of data to satisfy Board reporting requirements; and viii) Other material facts concerning the institution and the unit of instruction as are likely to affect the decision of the student to enroll. B) The information listed in subsection (b)(2)(A) shall be available to prospective students prior to enrollment and shall be included in the institution's catalog of programs.*

Information about the Center for Urban Education Leadership will be available on the UIC website.

### **Staff Conclusion**

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



## University of Illinois at Urbana-Champaign

**Proposed Program Title in the Region of Authorization:** Bachelor of Science in Liberal Arts and Sciences in Econometrics and Quantitative Economics in the Prairie Region

*Projected Enrollments and Degrees:* The University of Illinois at Urbana-Champaign projects the program will increase from approximately 100 students in the first year to a maximum enrollment of 200 students annually in the fifth year. The University projects 25 degrees to be awarded in the first year and 75 degrees annually in year five.

### Background

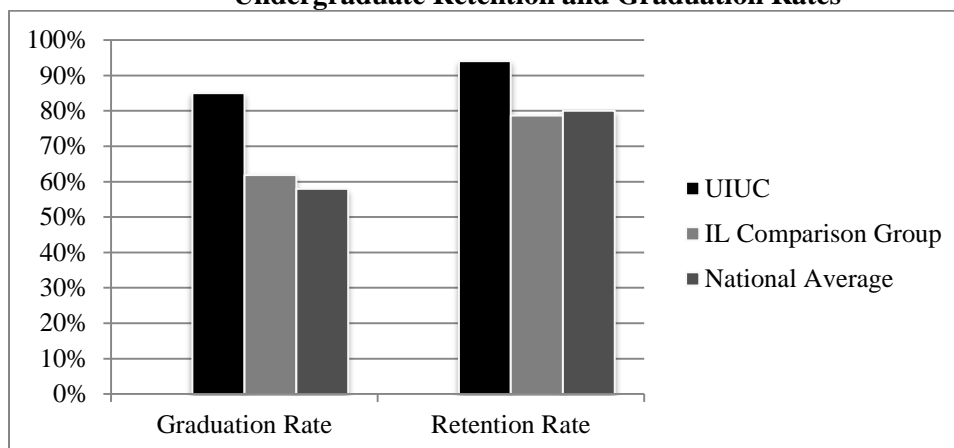
The University of Illinois at Urbana-Champaign (UIUC or the University) requests authority to offer a Bachelor of Science in Liberal Arts and Sciences (BSLAS) in Econometrics and Quantitative Economics in the Prairie region. The BSLAS in Econometrics and Quantitative Economics is a 120 credit hour Bachelor of Science degree in the College of Liberal Arts and Sciences. The proposed BSLAS in Econometrics and Quantitative Economics will provide students with advanced analytical skills associated with examining large administrative data sets, advanced market analyses, and policy evaluations, and addresses the needs of students who wish to pursue either graduate education or professional opportunities in advanced data management, data research, or policy analysis to solve economic problems.

### Institutional Data

*1050.30(b)(1)(H): Success in student progression and graduation rates 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 these 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 nor national regulatory bodies. (ii) The success rate shall be, at a minimum, higher than those of the lowest quartile of these measures for similar Illinois institutions defined as open versus competitive enrollment institutions and primarily associate versus primarily baccalaureate granting institutions. Exceptions may be made to the lowest quartile if an institution is above the national average for these measures using the same comparison categories of institutions.*

This section includes information about institutional and student success measures for each institution seeking program approval. The institution's rates will be compared to Illinois institutions from within a select comparison group and against the national standards or averages. For a proposed undergraduate program, this section will include undergraduate graduation rates, first to second year retention rates, student loan default rates, and any applicable licensure passage rates. For a proposed graduate program, this section will primarily focus on student loan default data since this measure also includes graduate students in the calculation.

### Undergraduate Retention and Graduation Rates



Source: *National System for Education Statistics, U.S. Department of Education*

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

#### Undergraduate Graduation Rate

The University's 2015-2016 graduation rate was 85 percent and the average among comparable Illinois institutions was 62.7 percent. The most current published national 2014-2015 average graduation rate for public four-year institutions was 58 percent. The graduation rate measures the rate at which entering freshmen graduate within 150 percent of normal program length. Data are provided for six-year graduation rates for first-time, full-time bachelor's degree-seeking students and three-year graduation rates for full-time associate degree-seeking students. The national standard for graduation rates is reported annually by the National Center for Education Statistics (NCES).

#### Undergraduate Retention Rate

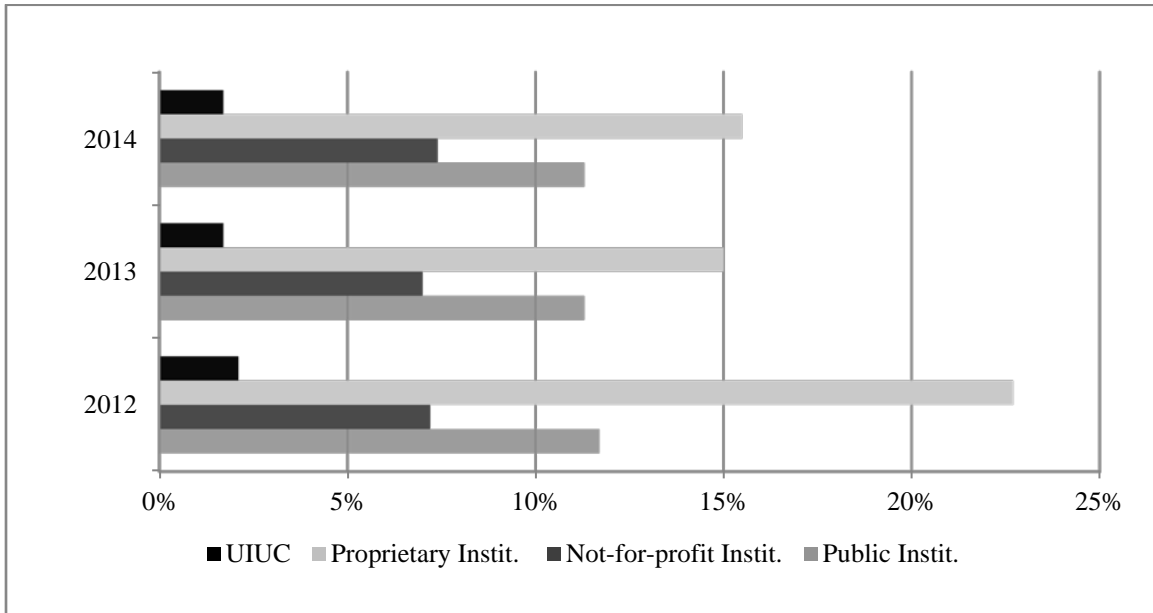
The University's 2015-2016 retention rate was 94 percent and the average for comparable Illinois institutions was 78.1 percent. The most current published national average retention rate for public four-year institutions in 2014 was 81 percent. Retention rates examine the percentage of first-time degree seeking students enrolled in the fall of the prior year that are still enrolled in the fall of the current year. The national standard for retention rates is reported annually by the NCES.

#### Undergraduate Completions per 100 FTE

The University's 2014-2015 completions per 100 full-time equivalent (FTE) rate was not applicable. The average among comparable Illinois institutions was 24.6. The FTE data is a unit of measurement intended to represent one student enrolled full-time for one academic year. The calculation is based upon credit/contact hours offered at an institution divided by a standard minimum (12 credit hour) full-time course load. For UIUC, the undergraduate completion per 100 FTE is not an accurate indicator. The majority of students at the University are full-time, and substantial numbers double major and take overloads of credit hours (over 12, up to 18 credit hours), and the standard calculation does not account for these factors.



### Three Year Cohort Student Loan Default Rate



Source: National Center for Education Statistics, U.S. Department of Education

Note: The University of Illinois at Urbana-Champaign is a public institution. A lower number is a positive indicator

#### Student Loan Default Rate

The three-year student loan default rate for UIUC was 1.7 percent in 2014, 2.1 percent in 2013, and 3.5 percent in 2012. 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 2014 three-year national cohort default rate was 11.5 percent. The Fiscal Year 2014 three-year national cohort average default rate breakdown by institutional sector is: 11.3 percent for public institutions; 7.4 percent for not-for-profit institutions; and 15.5 percent for proprietary institutions.

#### Need

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

According to the Bureau of Labor Statistics (BLS), demand, and subsequent need, for individuals in quantitative-focused areas is increasing, depending on industry (e.g., scientific, management, financial, government, information), between 23 percent and 34 percent as projected in BLS’s *Projected New Jobs by Major Industry Sector 2016 to 2026* report and the BLS list for *Fastest Growing Occupations*. As well, the National Association of Colleges and Employers’ *Job Outlook 2018* publication highlights employer trends toward more technical positions, hiring majors who are quantitatively focused. The proposed BSLAS is designed for students who want to pursue entry-level careers in the finance, information research, economics, and policy analysis professions, or who want to enter graduate programs in those areas. As such, the program meets

student needs, for those who wish to pursue more quantitatively rigorous graduate programs in economics, finance, and statistics, as well as employer needs seeking well qualified and skilled employees who can understand and manage large data sets.

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

The University indicates that the proposed BSLAS in Econometrics and Quantitative Economics supports Goals 3 and 4 of *The Illinois Public Agenda for College and Career Success*. Goal 3 is *to increase the number of high-quality post-secondary credentials to meet the demands of the economy and an increasingly global society*. The proposed BSLAS program is designed to ensure that the substantive curriculum is directly relevant to the demands of the economy while providing students with advanced coursework and associated credentials in econometrics and quantitative economics, allowing graduates to seek careers in STEM industries or be well-positioned to pursue graduate degrees.

Goal 4 is *to better integrate Illinois' educational, research, and innovation assets to meet the economic needs of the state and its regions*. The proposed BSLAS program will enhance research conducted in the Department of Economics, as well as in several other departments at the University. The Department of Economics has worked on including more data-focused projects within courses and on strengthening its collaboration with outside agencies, such as Federal Reserve Banks; the proposed program will strengthen these bonds further. Graduates of the proposed BSLAS program will be able to understand, work with, and manage large data sets, a skills set that will be attractive for consulting and financial firms across the state, country, and world, graduate research at universities, as well as local, state, and federal government agencies.

### **Comparable Programs in Illinois**

According to the IBHE's Degree Program Inventory, no other Illinois institutions offer a BSLAS in Econometrics and Quantitative Economics.

### **Mission and Objectives**

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

The proposed program supports the University's mission and focus and is consistent with the purpose, goals, objectives, and mission of the institution. The requested degree title reflects the degree program objectives and curriculum.

### **Curriculum and Assessment**

*1050.30(b)(1) [applicable only to units of instruction]: A) The caliber and content of the curriculum must assure that the objectives of the unit of instruction will be achieved. B) The breadth and depth of the curriculum must be consistent with what the title of the unit of instruction implies. C) The admission and graduation requirements for the unit of instruction must be consistent with the stated objectives of the unit of instruction. D) Institutions must show the capacity to develop, deliver and support academic programs. Procedures and policies that will assure the effective design, conduct and evaluation of the degree programs under the academic control of the institution must be developed. Assessment plans must demonstrate that the institution has identified clear and appropriate program and student learning goals and has defined*

*appropriate outcomes. Appropriate data must be collected and may be requested by the Board to show the level of student learning that has occurred as a result of participation in the institution's programs of study.*

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

#### Admission Requirements

Admission is selective and based on coursework, academic performance, class rank, ACT and/or SAT scores, application essays, extracurricular activities, volunteer and work experience, and awards and honors. In fall 2017, the middle 50 percent of students admitted to the College of Liberal Arts and Sciences for that term had ACT scores in the 27-33 range and a high school GPA of 3.39-3.88. Students requiring the TOEFL had scores between 103 and 110. Minimum transfer requirements for off-campus students for the existing BALAS in Economics are a 2.7 GPA, completion of Calculus I, and a minimum grade of B in Microeconomic Principles and Macroeconomic Principles courses.

#### Curriculum

The proposed BSLAS program is a 120-hour degree program offered primarily through face-to-face coursework. The program is designed with requirements from Economics, Mathematics, Statistics, and Computer Science to provide students with a curricular emphasis on quantitative-focused skills and concepts. Specifically, the proposed program requires 30 hours of Economics coursework, 11 of which must be at the 300- or 400-level (excluding ECON 398 and ECO 399); nine to ten hours of coursework in Mathematics; three hours in Statistics; three to four hours in introductory-level Computer Science; and six hours in courses outside of Economics, but related to econometrics, quantitative economics, computational economics, or mathematical economics.

#### Assessment of Student Learning

A full assessment plan will be developed and implemented consistent with the existing BALAS in Economics that includes collecting course evaluations and measuring learning outcomes for each of the existing courses. All courses are currently going through an evaluation process where specific learning outcomes for each course are identified and evaluated to measure student attainment of the identified learning outcomes. Many assessments are currently in place and will be adapted to include and be specific to the proposed program. The department will ensure strong alignment for students interested in pursuing professional opportunities and graduate school opportunities by collecting information on graduate school admission requirements, maintaining strong relationships with recruiters, industry professionals, and alumni, and monitoring state, federal, and global reports on the skills, needs, and trends of the labor market.

#### Program Assessment

The University has a clearly articulated assessment plan to determine the overall effectiveness of its programs and the degree to which students' learning needs are being met. The College of Liberal Arts and Sciences provides guidance and support relevant to the accreditation process, as well as ongoing evaluation and assessment support. The department will implement a continuous feedback plan, similar to the one currently in place with the BALAS in Economics

degree, including collecting course evaluations and measuring learning outcomes for each existing course. The proposed program will be part of regular internal review using individual course assessment, successful completion of all required coursework, audits of student records, student surveys regarding in-class and out-of-class experiences, senior exit surveys, advising meetings with students, departmental faculty discussions and reporting, alumni and other stakeholder discussions and reporting, and benchmarking against similar programs across the country. Program assessment results will be shared with the faculty/instructors and staff; improvements will be made collaboratively and based on assessment results.

### **Facilities (space, equipment, instructional materials)**

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

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

### **Faculty and Staff**

*1050.30(a)(3): A) The academic preparation and experience of faculty and staff ensure that the objectives of the unit of instruction, research or public service are met. B) The academic preparation and experience of faculty and staff, as evidenced by level of degrees held, professional experience in the field of study and demonstrated knowledge of the field, ensure that they are able to fulfill their academic responsibilities. At a minimum, faculty shall have a degree from an institution accredited by a U.S. Department of Education and/or Council for Higher Education Accreditation recognized accrediting body or a degree from another country evaluated for U.S. equivalency in the discipline they will teach or for which they will develop curricula at least one level above that of the courses being taught or developed. C) The involvement of faculty in the unit of instruction, research or public service is sufficient to cover the various fields of knowledge encompassed by the unit, to sustain scholarship appropriate to the unit, and to assure curricular continuity and consistency in student evaluation....E) Support personnel, including but not limited to counselors, administrators, clinical supervisors, and technical staff, that are directly assigned to the unit of instruction, research or public service, have the educational background and experience necessary to carry out their assigned responsibilities.*

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

### **Fiscal and Personnel Resources**

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

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

The proposed BSLAS in Econometrics and Quantitative Economics will not require new financial support in part because significant enrollments are expected to come from transfers from the existing BALAS in Economics, with double majors most likely coming from students majoring in Statistics or Mathematics. The University has adequate faculty, staff, and other instructional resources to launch and administer the proposed program.

### **Accreditation and Licensure**

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

The proposed program does not require specialized accreditation or licensure.

### **Program Information**

*1050.30(b)(2)[applicable only to units of instruction]: A) The information which the institution provides for students and the public shall include the following: i) An accurate description of the unit of instruction, including its objectives, length, and residency requirements if any; ii) Schedule of tuition, fees, and all other charges and expenses necessary for completion of the unit of instruction, cancellation and refund policies; iii) Student rights and responsibilities; iv) A statement regarding the transferability of college credits, including the fact that the decision to accept transfer credits is determined by the receiving institutions; v) A statement as to how the institution will advise students on the nature of the transfer process, including the importance of consulting with institutions to which the student may seek to transfer; vi) Evidence of arrangements for the transfer of courses or credits or both to institutional counterparts, when these arrangements exist; these arrangements are also known as articulation agreements; vii) A statement of the institution's most recent graduation rates and the number of graduates and enrollments as provided by the institution to the Integrated Postsecondary Education Data System (IPEDS) and any submission of data to satisfy Board reporting requirements; and viii) Other material facts concerning the institution and the unit of instruction as are likely to affect the decision of the student to enroll. B) The information listed in subsection (b)(2)(A) shall be available to prospective students prior to enrollment and shall be included in the institution's catalog of programs.*

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

### **Staff Conclusion**

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

