

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

Submitted for: Action.

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

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

Not-For-Profit:

Cornell College

- Operating Authority in the Chicago Region

For-Profit:

Argosy University – Chicago Campus

Argosy University – Schaumburg Campus

- Master of Science in HR Management in the Chicago and North Suburban Regions
- Master of Science in Non-Profit Management in the Chicago and North Suburban Regions
- Master of Science in Organizational Leadership in the Chicago and North Suburban Regions
- Master of Science in Service Sector Management in the Chicago and North Suburban Regions

Rasmussen College

- Associate in Applied Science in Business Systems Analysis in the Fox Valley and South Metro Regions
- Associate in Applied Science in Business Technology Management in the Fox Valley and South Metro Regions
- Associate in Applied Science in Finance in the Fox Valley and South Metro Regions
- Associate in Applied Science in Fire Science in the Fox Valley and South Metro Regions

- Associate in Applied Science in Human Resources and Organizational Leadership in the Fox Valley and South Metro Regions
- Associate in Applied Science in International Business in the Fox Valley and South Metro Regions
- Associate in Applied Science in Marketing in the Fox Valley and South Metro Regions
- Associate in Applied Science in Software Application Development in the Fox Valley and South Metro Regions
- Bachelor of Science in Business Systems Analysis in the Fox Valley and South Metro Regions
- Bachelor of Science in Business Technology Management in the Fox Valley and South Metro Regions
- Bachelor of Science in Computer Science in the Fox Valley and South Metro Regions
- Bachelor of Science in Cyber Security in the Fox Valley and South Metro Regions
- Bachelor of Science in Finance in the Fox Valley and South Metro Regions
- Bachelor of Science in Human Resources and Organizational Leadership in the Fox Valley and South Metro Regions
- Bachelor of Science in Information Technology Management in the Fox Valley and South Metro Regions
- Bachelor of Science in International Business in the Fox Valley and South Metro Regions
- Bachelor of Science in Marketing in the Fox Valley and South Metro Regions

SOLEX College

- Associate in Applied Science in eBusiness Management in the North Suburban Region

Vatterott College

- Operating Authority in the Southwestern Region

STATE OF ILLINOIS
BOARD OF HIGHER EDUCATION

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

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

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

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

Cornell College
600 First Street SW
Mount Vernon, Iowa 52314
President: Jonathan Brand

Seeking Operating Authority: Chicago Region

Projected Enrollments: Cornell College projects enrollments of 90 students in the first year, rising to approximately 120 students in subsequent years.

Institutional Accreditation: Cornell College is accredited by the Higher Learning Commission of the North Central Association of Schools and Colleges. The College has been continually accredited by the North Central Association since 1913.

Background and History

Cornell College (the College) was founded in 1853 by George Bryant Bowman, a Methodist minister from North Carolina with a passionate belief in higher education. Originally known as the Iowa Conference Seminary, the school was renamed in 1857 after William Wesley Cornell, a prosperous merchant and devout Methodist whose distant cousin, Ezra Cornell, founded Cornell University a decade later. Today, the College maintains an affiliation with the United Methodist Church, but welcomes people from all religious traditions and from all non-religious perspectives. Over the years, the College distinguished itself in higher education. The College was the first college west of the Mississippi to grant women the same rights and privileges as men and in 1858 was the first Iowa college to graduate a woman. In 1870, the College resolved “... that color and race shall not be considered as a basis of qualification in the admission of students ...” The College was among the first to recognize the science of education in 1872, when it began offering education courses. Sociology was added to the curriculum in 1899, only six years after the University of Chicago established the first academic department of sociology in the United States. The College’s department of geology is the oldest in Iowa, with course offerings dating to 1855. In 1978, the College became the second college in the nation to adopt the block plan, or One Course At A Time, an academic calendar in which students devote themselves to just one subject for three-and-a-half-week course terms.

Mission and Objectives

Criterion 1030.60(a)(2) provides that the objectives of the degree program must be consistent with what the degree program title implies.

Criterion 1030.60(a)(3) provides that the requested degree program shall be congruent with the purpose, goals, objectives, and mission of the institution.

The proposal is consistent with the College’s mission in offering an innovative and rigorous learning community where faculty and staff collaborate with students to develop the intellectual curiosity, creativity, and moral courage necessary for a lifetime of learning and engaged citizenship. The core values include a liberal education that celebrates discovery and embraces the integration and application of knowledge; intellectual, moral, and personal growth; civic and social responsibility; and the dignity and worth of each individual in a diverse community.

Curriculum/Assessment

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

Admission

The proposed courses at the McLennan Center in Chicago will be offered to matriculated students from the Iowa campus. The College is a selective private college. Admission is competitive. Admission decisions are based upon a thoughtful consideration of a variety of factors for each individual applicant in comparison to those of other applicants, e.g., academic performance in college preparatory courses, standardized testing, writing sample, co-curricular involvement, and letters of recommendation. A college preparatory curriculum typically consists of four years of English, three-four years of mathematics, three-four years of natural science, three-four years of social studies, two-four years of foreign language, and one-two years of fine

arts. In general, the middle 50 percent of admitted applicants for admission had grade point averages ranging between 3.25 and 3.90, ACT composite scores between 24 and 30 or SAT total (critical reading plus math) scores between 1150 and 1350, ranked in the top quartile of their graduating high school class, and presented compelling records of interests, talents, involvement, and diverse backgrounds.

Curriculum

No degrees will be awarded at the McLennan Center. No complete programs will be offered in Chicago. Instead, the College will only offer up to eight courses at the McLennan Center in any given academic year. A portion of students will be served by the courses at the McLennan Center. The College is a full-time, residential college and up to eight classes of students who enroll in courses will be studying and living at the McLennan Center in Chicago for 18 days at a time. Cornell courses meet each weekday for a period of three-six hours for 18 days. Studying in Chicago will help students meet the educational objective of possessing intercultural knowledge and recognize global perspectives. Initially, six courses will be offered in Chicago. These courses include courses in sociology, theatre, classics, religion, English, and education. In subsequent years, eight courses will be offered.

Assessment of Student Learning

The College has established policies for assessment of student learning outcomes for individual courses. A major student learning outcome is the integration of knowledge and intercultural perspectives. Students will integrate living in the McLennan Center with experiential learning using the resources of the City of Chicago. Assessment of course outcomes and objectives will be the same as what is used on campus. Examples of assessment tools include exams, critiques of journal articles, research papers, field notes and research interviews, as well as group presentations.

Program Assessment

Assessment of this experience will include standard course evaluations and off-campus course evaluations. In addition, all departments of the College are on a four-year assessment cycle.

Facilities (space, equipment, instructional materials)

Criterion 1030.60(a)(5) provides that the institution shall have adequate and suitable space, equipment and instructional materials to provide education of suitable quality.

The College will use the McLennan Center (the Center), located at 3317 N. Seminary Avenue in Chicago, to house students in Chicago for 18-day class periods. Students will travel from the campus in Mount Vernon, Iowa to spend up to 18 days in an experiential class that incorporates activities in Chicago. The apartment building acquired through a generous gift from an alumnus will serve as lodging space for classes that leave the space each day to explore various sites associated with the curriculum for the course. The Center is in compliance with ordinances for use as a residential apartment building in the City of Chicago. The Center will have Internet service that can be accessed by students wirelessly. Students will be required to bring their own computers if required for the class. A computer, projector, and necessary software will be provided for faculty. Special library resources will not be required for the courses offered at the Center. The only library resources needed will be for courses specifically

designated to use the Newberry Library, an independent research library. Students also have access to library resources through on-line access to the Cornell College library.

Faculty and Staff

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

All faculty teaching at the McLennan Center will be full-time members of the Cornell College faculty from the Iowa campus. No faculty will be based at the Chicago facility. The facility will only be used for courses from the Iowa campus studying in Chicago for short periods of time (no more than 18 days.) The Cornell faculty members are qualified with 97 percent holding terminal degrees in their field.

Fiscal/Personnel Resources

Criterion 1030.60(a)(8) provides that fiscal and personnel resources shall be sufficient to permit the institution to meet obligations to continuing programs while assuming additional resource responsibilities for the new program.

The College is projecting net revenue of approximately \$3,000 each of the first five years of the program.

Accreditation/Licensure

Because no degrees will be offered at the McLennan Center, neither specialized accreditation nor licensure of graduates is required.

Program Information

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

The College's website provides clear and accurate information regarding the College's policies, eligibility, course payment schedules, tuition, fees, and refund policies. The materials identify course offerings and course information.

Staff Conclusion. The staff concludes that Cornell College and its request for the certificate of approval and authorization to operate meet the criteria in Sections 1030.30 and 1030.60 of the rules to implement The Private College Act (110 ILCS 1005) and The Academic Degree Act (110 ILCS 1010) and the Illinois Board of Higher Education policies pertaining to assessment and accreditation for licensure.

**Argosy University – Chicago Campus
225 North Michigan Avenue – 13th Floor**

Chicago, Illinois 60601

President: C. Ronald Kimberling

Argosy University – Schaumburg Campus

999 Plaza Drive

Schaumburg, Illinois 60173

President: C. Ronald Kimberling

Proposed Program Title: Master of Science in HR Management in the Chicago and North Suburban Regions

Projected Enrollments: Argosy University – Chicago Campus has projected that Fall enrollments in the proposed program will grow from 12 students in the first year to 53 students in the fifth year and Argosy University – Schaumburg Campus has projected that Fall enrollments in the proposed program will grow from eight students in the first year to 36 students in the fifth year.

Proposed Program Title: Master of Science in Non-Profit Management in the Chicago and North Suburban Regions

Projected Enrollments: Argosy University – Chicago Campus has projected that Fall enrollments in the proposed program will grow from eight students in the first year to 53 students in the fifth year and Argosy University – Schaumburg Campus has projected that Fall enrollments in the proposed program will grow from eight students in the first year to 36 students in the fifth year.

Proposed Program Title: Master of Science in Organizational Leadership in the Chicago and North Suburban Regions

Projected Enrollments: Argosy University – Chicago Campus has projected that Fall enrollments in the proposed program will grow from 12 students in the first year to 53 students in the fifth year and Argosy University – Schaumburg Campus has projected that Fall enrollments in the proposed program will grow from eight students in the first year to 36 students in the fifth year.

Proposed Program Title: Master of Science in Service Sector Management in the Chicago and North Suburban Regions

Projected Enrollments: Argosy University – Chicago Campus has projected that Fall enrollments in the proposed program will grow from eight students in the first year to 53 students in the fifth year and Argosy University – Schaumburg Campus has projected that Fall enrollments in the proposed program will grow from eight students in the first year to 36 students in the fifth year.

Institutional Accreditation: Argosy University is accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC).

Background and History

Argosy University (the University) is a for-profit higher education institution currently owned and operated by Argosy Education Group, Inc., which is a wholly-owned subsidiary of Education Management Corporation, a publicly traded corporation. The University was approved in 2001 from a merger of three academic institutions consisting of the American Schools of Professional Psychology, the University of Sarasota, and the Medical Institute of Minnesota.

The University is seeking degree granting authority to offer the Master of Science in HR Management, the Master of Science in Non-Profit Management, the Master of Science in Organizational Leadership, and the Master of Science in Service Sector Management in the Chicago and North Suburban Regions. Fall 2011 enrollments were 340 students at the Chicago Campus and 88 students at the Schaumburg Campus.

Mission and Objectives

Criterion 1030.60(a)(2) provides that the objectives for the degree program must be consistent with what the degree program title(s) implies.

Criterion 1030.60(a)(3) provides that the requested degree program shall be congruent with the purpose, goals, objectives and mission of the institution.

The University's mission is to "develop professional competence, provide opportunity for personal growth, and foster interpersonal effectiveness." The stated purpose for both the Chicago and the Schaumburg campuses includes providing distinctive, innovative, and high-quality higher education and professional service programs at all levels to prepare individuals for careers to serve the needs of an evolving global marketplace. The proposed programs are consistent with the purpose, goals, objectives, and mission of the University and its campuses, and the requested degree titles are congruent with the corresponding degree program objectives and curriculum.

Curriculum/Assessment

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

Admission

At both campuses, the admission requirements for the master's degree programs are a bachelor's degree from a regionally accredited institution, a nationally accredited institution approved and documented by the faculty and dean of the College of Business or an appropriately certified foreign institution, plus a grade point average (GPA) of at least a 3.0 on a 4.0 scale for the last 60 hours of coursework (including graduate work) or a 2.7 cumulative GPA. In addition, a minimum written Test of English as a Foreign Language (TOEFL) score of 550 (paper version) or 79 (Internet version) is required for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction. Students who do not meet the minimum GPA requirement will also be required to submit the following: personal/professional goal statement with a self-appraisal of qualifications for the profession, current resume (or career summary), and the names and contact information of three professional or academic references.

Curricula

These MS programs focus on the development of technical skills and the demand for qualified managers and leaders with strong interpersonal skills. The goal is for graduates to enhance their careers within an organization or field or to accelerate their careers within a given area of interest. The programs address the needs of individuals whose near-term career responsibilities will focus on managing and leading employees, and interacting with customers, clients, and other stakeholders.

Each program requires the satisfactory completion of 30 semester credit hours distributed into three categories: shared business acumen requirements, nine credit hours (Accounting Practices for Managers; Economic Practices for Managers; and Financial Practices for Managers); discipline/field requirements, 18 credit hours (detailed below for each degree program); and capstone requirements, three credit hours (The Functional Contribution to Organizational Success).

Master of Science in HR Management

The MS in Human Resource Management program requires discipline/field courses in Understanding and Managing Human Differences; Communications Strategies for Managers; Employment Law and Public Policy; Compensation, Motivation, and Rewards; Applications in Training and Development; and Talent Management.

Master of Science in Non-Profit Management

The MS in Non-Profit Management program requires discipline/field courses in Managing the Non-Profit Mission; Motivating and Leading Employees and Volunteers in the Non-Profit Sector; Promoting the Non-Profit; Finance, Accounting, and Economics in the Non-Profit World; Non-Profit Program Design and Execution; and Strategic Planning and Competing Stakeholders.

Master of Science in Organizational Leadership

The MS in Organizational Leadership program requires discipline/field courses in Understanding and Managing Human Differences; Contract Law and Professional Ethics; Communications Strategies for Managers; Foundations of Sustainable Business; International Business Practice; and Leading Change.

Master of Science in Service Sector Management

The MS in Service Sector Management program requires discipline/field courses in The Value Proposition for Customers; Relationship Management Systems and Practices; Motivating and Leading Service Employees; Marketing in the Service Sector; Services in Multi-Cultural Settings; and Organizational Politics in the Service Sector.

Assessment of Student Learning

Effective teaching and student learning at Argosy University is driven by reviews, reflection, and assessment involving internal and external constituents who participate in the process from plan development to implementation and subsequent evaluations. To ensure good student learning outcomes in the proposed programs, each degree program assesses various components of the program periodically. The assessment process examines many aspects of the program, such as curricular relevancy and currency, student grades in each course, results of

student evaluation at the end of each course, the quality of courses and workshops offered, student persistence and graduation rates in each degree program, student performance in the capstone course, and the quality of student support resources. Any serious problem discovered by the assessment is addressed to strengthen the program and improve student success in the program.

Program Assessment

Argosy University, both at its Schaumburg and Chicago Campuses, has an identified plan to review all academic programs. All activities related to program assessment are conducted on an annual basis as part of planning, design, and evaluation of programs at Argosy University.

Facilities (space, equipment, instructional materials)

Criterion 1030.60(a)(5) provides that the institution shall have adequate and suitable space, equipment and instructional materials to provide education of suitable quality.

The University has identified facilities, equipment, and instructional materials that will accommodate all program operations. The Argosy University - Chicago Campus is located at 225 North Michigan Avenue in Chicago, Illinois. Classrooms, the library, computer labs, academic learning center, and faculty offices are located on the 13th floor. Admissions, Student Services, Financial Aid, and Career/Alumni Services are located on the upper concourse level. Administrative and faculty offices include all faculty, program chairs, training department administrators and assistants, campus administrators and administrative assistants, student services, admissions, and student finance personnel. The student lounge has vending machines, a microwave, a refrigerator, tables for eating, study chairs, and bulletin boards.

Located at 999 North Plaza Drive in Schaumburg, Illinois, the Argosy University - Schaumburg Campus occupies 25,350 square feet on the first and eighth floors. The Schaumburg campus has 12 classrooms, of which five are SMART classrooms, and seven are furnished with audio/visual equipment. The facility also houses a computer lab complete with 24 computers as well as a student lounge, a faculty lounge, and administrative and faculty lounges.

The University's main library has a collection of library resources that include books, print and electronic journals, dissertations, and other contents to serve faculty and students. Among the collections are resources appropriate and sufficient for the proposed programs, including specialized textbooks, academic journals, and electronic databases. In addition, the University has budgeted for acquisitions of new books, periodicals, videos, and online resources for each new program. The University's Chicago Campus library houses the book, journal, video collections, and two photocopiers in addition to study space and computer lab. The University's Schaumburg Campus library carries approximately 10,000 volumes, 75 current periodical subscriptions, six computers and two private study areas, plus study tables large enough to accommodate more than 30 students. Faculty also have access to audio-visual equipment and instructional resources, which includes overhead projectors, tape recorders, videocassette recorders (VCR), digital versatile disc (DVD) players, camcorders, and liquid crystal display (LCD) projectors.

Faculty and Staff

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

For its two campuses, the University has identified policies that ensure faculty and other academic professionals hired for the proposed programs have the appropriate training, credentials, and other related qualifications to support the programs. All faculty teaching in the MS programs must have at least five years required, and ten years preferred, management experience in the content area of the course. Closely linked experience (e.g., public sector accounting is closely linked to public sector finance) is acceptable. The faculty hiring expectation for the programs is a terminal degree in the field of instruction. For future hires and for faculty slated to teach in these programs, Argosy has committed to meeting the faculty-related expectations outlined in the IBHE manual “Information for Institutions of Higher Education On How to Obtain Operating or Degree-Granting Authority.”

Fiscal/Personnel Resources

Criterion 1030.60(a)(8) provides that fiscal and personnel resources shall be sufficient to permit the institution to meet obligations to continuing programs while assuming additional resource responsibilities for the new program.

For both the Schaumburg and Chicago Campuses, the University has submitted projected fiscal plans indicating that revenues from tuition and fees for each degree program will exceed projected operating expenditures in the second year of operations.

Accreditation/Licensure

Neither specialized accreditation of the proposed programs nor licensure of program graduates is required.

Program Information

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

The University’s Schaumburg and Chicago Campuses have identified policies, admissions procedures, tuition, fees, and refund policies to support their students. The materials submitted with the proposed programs are in keeping with other programs offered by the University. The materials provide appropriate information about each program’s curriculum, admission requirements, assessment of student learning, tuition, faculty, financial resources, and other University information.

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

Rasmussen College
Twin Cities Office
8550 Hudson Blvd., North Suite 110
Lake Elmo, Minnesota 55042
Chief Executive Officer: Kristi A. Waite

Proposed Program Title: Associate in Applied Science in Business Systems Analysis in the Fox Valley and South Metro Regions

Projected Enrollments: Rasmussen College in Fox Valley and South Metro campuses project enrollments of eight students per campus in the first year.

Proposed Program Title: Associate in Applied Science in Business Technology Management in the Fox Valley and South Metro Regions

Projected Enrollments: Rasmussen College in Fox Valley and South Metro campuses project enrollments of eight students per campus in the first year.

Proposed Program Title: Associate in Applied Science in Finance in the Fox Valley and South Metro Regions

Projected Enrollments: Rasmussen College in Fox Valley and South Metro campuses project enrollments of eight students per campus in the first year.

Proposed Program Title: Associate in Applied Science in Fire Science in the Fox Valley and South Metro Regions

Projected Enrollments: Rasmussen College in Fox Valley and South Metro campuses project enrollments of 16 students per campus in the first year.

Proposed Program Title: Associate in Applied Science in Human Resources and Organizational Leadership in the Fox Valley and South Metro Regions

Projected Enrollments: Rasmussen College in Fox Valley and South Metro campuses project enrollments of eight students per campus in the first year.

Proposed Program Title: Associate in Applied Science in International Business in the Fox Valley and South Metro Regions

Projected Enrollments: Rasmussen College in Fox Valley and South Metro campuses project enrollments of eight students per campus in the first year.

Proposed Program Title: Associate in Applied Science in Marketing in the Fox Valley and South Metro Regions

Projected Enrollments: Rasmussen College in Fox Valley and South Metro campuses project enrollments of eight students per campus in the first year

Proposed Program Title: Associate in Applied Science in Software Application Development in the Fox Valley and South Metro Regions

Projected Enrollments: Rasmussen College in Fox Valley and South Metro campuses project enrollments of 25 students per campus in the two regions.

Proposed Program Title: Bachelor of Science in Business Systems Analysis in the Fox Valley and South Metro Regions

Projected Enrollments: Rasmussen College in Fox Valley and South Metro campuses project enrollments of eight students per campus in the first year.

Proposed Program Title: Bachelor of Science in Business Technology Management in the Fox Valley and South Metro Regions

Projected Enrollments: Rasmussen College in Fox Valley and South Metro campuses project enrollments of eight students per campus in the first year.

Proposed Program Title: Bachelor of Science in Computer Science in the Fox Valley and South Metro Regions

Projected Enrollments: Rasmussen College in Fox Valley and South Metro campuses project enrollments of 25 students per region.

Proposed Program Title: Bachelor of Science in Cyber Security in the Fox Valley and South Metro Regions

Projected Enrollments: Rasmussen College in Fox Valley and South Metro campuses project enrollments of eight students per campus in the first year.

Proposed Program Title: Bachelor of Science in Finance in the Fox Valley and South Metro Regions

Projected Enrollments: Rasmussen College in Fox Valley and South Metro campuses project enrollments of eight students per campus in the first year.

Proposed Program Title: Bachelor of Science in Human Resources and Organizational Leadership in the Fox Valley and South Metro Regions

Projected Enrollments: Rasmussen College in Fox Valley and South Metro campuses project enrollments of eight students per campus in the first year.

Proposed Program Title: Bachelor of Science in Information Technology Management in the Fox Valley and South Metro Regions

Projected Enrollments: Rasmussen College in Fox Valley and South Metro campuses project enrollments of eight students per campus in the first year.

Proposed Program Title: Bachelor of Science in International Business in the Fox Valley and South Metro Regions

Projected Enrollments: Rasmussen College in Fox Valley and South Metro campuses project enrollments of eight students per campus in the first year.

Proposed Program Title: Bachelor of Science in Marketing in the Fox Valley and South Metro Regions

Projected Enrollments: Rasmussen College in Fox Valley and South Metro campuses project enrollments of eight students per campus in the first year.

Institutional Accreditation: Rasmussen College is regionally accredited by The Higher Learning Commission, a commission of the North Central Association of Colleges and Schools.

Background and History

Walter Rasmussen founded Rasmussen Practical School of Business in St. Paul, Minnesota, in 1900 in order to meet the needs of a growing business economy. The school prepared students to work in business, accounting, and office management by teaching skills in numeracy, communication, and problem-solving, as well as instilling values of ethical decision-making and leadership.

When Walter Rasmussen retired in 1945, the college was renamed Rasmussen Business College. At the time of the institution's 50-year anniversary, the College had graduated over 22,400 students. Rasmussen students were not only graduating to become secretaries, stenographers, typists, accountants, bookkeepers, and clerks but also machine operators and salespeople. The first 50 years of operation set the stage for the next 60 years of the College's history, which have included constant adjustment and growth in response to the changes of society. Today, Rasmussen College students graduate to become nurses, digital designers, early childhood teachers, Internet marketers, accountants, sales people, and many other professionals.

Rasmussen College's (the College) mission statement emphasizes serving communities by recognizing the diverse needs of individuals. The College's mission includes personal and professional development through respect, appreciation, and a commitment to general education as a foundation for lifelong learning. As an institution of higher learning, the College is committed to preparing students to be active, productive and successful contributors to a global community.

The College is seeking authorization to grant the degrees of Associate in Applied Science in Business Systems Analysis, Associate in Applied Science in Business Technology Management, Associate in Applied Science in Finance, Associate in Applied Science in Fire Science, Associate in Applied Science in Human Resources and Organizational Leadership, Associate in Applied Science in International Business, Associate in Applied Science in Marketing, Associate in Applied Science in Software Application Development, Bachelor of Science in Business Systems Analysis, Bachelor of Science in Business Technology Management, Bachelor of Science in Computer Science, Bachelor of Science in Cyber Security, Bachelor of Science in Finance, Bachelor of Science in Human Resources and Organizational

Leadership, Bachelor of Science in Information Technology Management, Bachelor of Science in International Business, and Bachelor of Science in Marketing in the Fox Valley and South Metro Regions. Statewide, the total enrollment for Fall 2010 was 2,178 students.

Mission and Objectives

Criterion 1030.60(a)(1) provides that the objectives of the degree program must be consistent with what the degree program title implies.

Criterion 1030.60(a)(2) provides that the requested degree program shall be congruent with the purpose, goals, objectives and mission of the institution.

The proposed programs are consistent with the mission of Rasmussen College to “encourage personal and professional development through respect, appreciation, and a commitment to general education as a foundation for lifelong learning.” The proposed programs address the college’s goals in that they aim to prepare students to be contributors to the community.

Curriculum/Assessment

Criterion 1030.60(a)(3) provides that the caliber and content of the curriculum shall assure that the stated degree objectives for which the program is offered will be achieved.

Admission

The College requires students seeking admission to provide an attestation of high school graduation or equivalency. For selected programs, a background check is also required. Because many of the students may not have taken, or recently taken, the ACT or SAT tests, the College utilizes a placement test to assess incoming students’ skill level. Many of the College’s programs also include an introductory “Success Strategies” course, which students may waive if they have earned at least 24 semester or 36 quarter credits at an accredited institution of higher education with a minimum cumulative GPA of 2.0.

Curricula

Associate in Applied Science in Business Systems Analysis Bachelor of Science in Business Systems Analysis

Curriculum is designed to give graduates of the Business Systems Analysis programs an understanding of concepts in computer information systems and networks, enterprise business software applications, project management, and business management. Students will understand computer hardware and software and how to manage the implementation of software applications in organizations of all sizes, manage and utilize databases in a business environment, and effectively work with cross-functional teams. Course outcomes include the ability to apply, analyze, synthesize, and evaluate facts and theories; locate, evaluate, and integrate appropriate primary and secondary sources; integrate their ideas with the ideas of others to create new knowledge; recognize and address complex ethical situations; communicate effectively in a variety of scenarios; and operate effectively within a continually changing environment. Graduates are expected to value critical thinking, communication, diverse perspectives, technology and information literacy, leadership, integrity, and lifelong learning.

Associate in Applied Science in Business Technology Management
Bachelor of Science in Business Technology Management

Curriculum of the Business Technology Management programs will develop sufficient depth and breadth so students will be able to conceptualize, plan, design, implement, and test data and Voice over IP networks with Cisco technologies and those of other manufacturers. Focus will be on the strategic management of technology resources and the methodologies for integration within an organization's existing technology infrastructure. Graduates of this program will gain the knowledge to securely manage Windows and Unix/Linux network operating systems and infrastructure devices. Graduates of this program will have the foundation to seek career opportunities in the networking and security technology disciplines. Courses are designed so that outcomes include the ability to apply, analyze, synthesize, and evaluate facts and theories; locate, evaluate, and integrate appropriate primary and secondary sources; integrate their ideas with the ideas of others to create new knowledge; recognize and address complex ethical situations; communicate effectively in a variety of scenarios; and operate effectively within a continually changing environment. Graduates will be expected to value critical thinking, communication, diverse perspectives, technology and information literacy, leadership, integrity, and lifelong learning.

Associate in Applied Science in Finance
Bachelor of Science in Finance

Curriculum is designed to give students of the Finance programs opportunity to learn to interpret and analyze basic financial statements in order to perform financial analysis and determine asset values based on risk adjusted returns. Students are expected to perform calculations and apply time value of money to a capital budgeting situation and net working capital management strategies. Students will be able to incorporate basic mathematical and statistical tools for financial modeling as well as interpret and analyze the results. Through effective communication students will be able to explain basic portfolio composition according to the security market line and identify global influences on financial markets. Students will be able to apply, analyze, synthesize, and evaluate facts and theories; locate, evaluate, and integrate appropriate primary and secondary sources; integrate their ideas with the ideas of others to create new knowledge; recognize and address complex ethical situations; communicate effectively within a continually changing environment. Graduates are expected to value critical thinking, communication, diverse perspectives, technology and information literacy, leadership, integrity, and lifelong learning.

Associate in Applied Science in Fire Science

Curriculum is designed so that graduates of the Fire Science AAS program know the theory and application of fire science and fire service leadership and management. They can apply fire protection concepts to building construction, protection systems, and water supply, and can delineate strategy and tactics for survival and firefighting. They understand the principles of fire behavior, emergency response, and fire protection, as well as management and leadership approaches for fire officers. They value critical thinking, communication, and integrity in the public safety system. Students in this program will develop skills for the fire officer in curriculum designed on standards from National Fire Academy, the National Fire Protection Association (NFPA), and the Illinois State Fire Marshall's Office.

Associate in Applied Science in Human Resources and Organizational Leadership
Bachelor of Science in Human Resources and Organizational Leadership

Curriculum is designed to give graduates of the Human Resources and Organizational Leadership BS program an understanding of concepts in organizational leadership, human resources, marketing, and business ethics. They understand the theoretical framework of leadership, human resource management principles and how to apply the concepts in the workplace. Through the coursework, they are expected to acquire a knowledge base of the following: employment law, ethics and decision making, risk management, recruitment and selection of employees, diversity, international human resources, change management, compensation and benefits, employee development, and performance management. They can apply, analyze, synthesize, and evaluate facts and theories; locate, evaluate, and integrate appropriate primary and secondary sources; integrate their ideas with the ideas of others to create new knowledge; recognize and address complex ethical situations; communicate effectively in a variety of scenarios; and operate effectively within a continually changing global environment. Graduates are expected to value critical thinking, communication, diverse perspectives, technology and information literacy, leadership, integrity, and lifelong learning.

**Associate in Applied Science in International Business
Bachelor of Science in International Business**

Curriculum is designed to give graduates of the International Business program an understanding of concepts in management, human resources, marketing, and business ethics as they apply to organizations that do business globally. Students will be able to demonstrate management skills including planning and decision-making, organizing, controlling, and leading employees. The ability to use computer applications will enhance a student's basic accounting skills and interpretation skills of basic financial data. Graduates will be expected to value critical thinking, communication, diverse perspectives, technology and information literacy, leadership, integrity, and lifelong learning.

**Associate in Applied Science in Marketing
Bachelor of Science in Marketing**

Curriculum is designed to give graduates of the Marketing program knowledge of concepts in marketing and business management in specialized areas like Internet marketing, mobile marketing, and public relations. Students will be able to demonstrate the ability to perform market research, for effective advertising and corporate communications all while upholding the utmost business ethics. Students will learn and understand how to create and execute marketing strategies and plans that integrate Internet marketing and traditional marketing techniques. Students will evaluate the role of sales in an organization and its relationship to marketing. Students will be able to apply, analyze, synthesize, and evaluate facts and theories; locate, evaluate, and integrate appropriate primary and secondary sources; integrate their ideas with the ideas of others to create new knowledge; recognize and address complex ethical situations; communicate effectively in a variety of scenarios; and operate effectively within a continually changing environment. Graduates are expected to value critical thinking, communication, diverse perspectives, technology and information literacy, leadership, integrity, and lifelong learning.

**Associate of Applied Science in Software Application Development
Bachelor of Science in Computer Science**

The curriculum of Rasmussen College's Computer Science and Software Application Development programs is designed to offer a succession of courses educating students in the principles and practices of computer science. The programs meet the requirements of professional careers and research in software engineering, development, and computing systems by providing students with a broad base of formal course work. Graduates of the program are expected to be ready to enter careers in software development.

Bachelor of Science in Cyber Security

Curriculum is designed to provide graduates of the Cyber Security BS program the theory and application of legal issues as applied to information security systems. Coursework will impart skills so that students can provide ethical and professional information technology security services, communicate effectively, and manage special problems and challenges for information systems. They value critical thinking, communication, and integrity in the criminal justice system. Graduates of this program will be expected to address current and future cyber security challenges with a strong foundation of fundamental information technology security principles and will be able to provide exceptional service in the technology realm of the criminal justice field.

Bachelor of Science in Information Technology Management

Graduates of the Information Technology Management BS program understand how information systems are used in business and how technology adds value to business processes. Curriculum is designed to give students skills to design, plan, install, and manage network infrastructure to support business requirements, recommend and implement security systems and policies to protect client data, establish support structures and procedures to provide best in class customer service and problem resolution, provide systems support and administration for web and database applications, and optimize and monitor systems performance and stability. Graduates are expected to have good communications skills, value critical thinking and diversity, and understand that a successful career in Information Technology Management requires continuous learning and development of new skills.

Assessment of Student Learning

Academic assessment of students will be accomplished in three phases: incoming, ongoing, and outcome assessment. Incoming assessment will be implemented through placement examinations administered to students at the time of enrollment and course pre-tests at the start of major/core classes. Both tools inform the College of entering student academic levels, and they provide a clear basis for later comparison of academic progress.

Ongoing assessment will be implemented through various major/core courses to monitor student progress and afford faculty and staff the opportunity to assist students who may be struggling academically. Ongoing assessment will be comprised of writing assignments, special projects, and examinations embedded into the curriculum of major/core courses. Cohort analysis of embedded assessment will inform the College of the appropriate measures to take for curriculum development.

Outcome assessment will be comprised of assignments completed during capstone courses, submission of the Graduate Achievement Portfolio (GAP), as well as the results of any required industry or programmatic certification examinations. Capstone courses will have assignments that encourage students to draw upon the knowledge they have gained during their

time at the College. Likewise, the GAP will provide the opportunity for students to exhibit their level of accomplishment in the areas of communication, critical thinking, and information literacy. The comparison of data from the various incoming, ongoing, and outcome assessment tools will provide the perspective required to make meaningful curriculum changes.

Program Assessment

The curriculum and assessment methods are developed by the Assistant Vice President of Academic Affairs, School Directors, the Registrar, and the Director of Licensure. The College uses a curriculum mapping process that involves the linking of program-level objectives to course-level performance objectives, with these learning outcomes grouped within the cognitive, psychomotor, and affective domains. General education courses and skills also contribute to overall program objectives, often within the affective domain. Within the key programmatic courses (and some general education courses), common course assessments are used to help determine if students have achieved the course-level learning outcomes, as measured by that assessment. When this data is analyzed and considered in aggregate fashion across the programmatic courses, judgments concerning achievement of the program objectives can also be made. As programs are developed, comprehensive projects or tests are selected for use as a common courses assessment.

Facilities (space, equipment, instructional materials)

Criterion 1030.60(a)(4) provides that the institution shall have adequate and suitable space, equipment and instructional materials to provide education of suitable quality.

Each campus facility is built and maintained in accordance with federal ordinances and laws, as well as the ordinances and laws of Illinois at the local and state levels. The campus will be specifically designed to serve students. An open concept will pervade the facility where student learning resources, services, and technology are placed at the entrance of the building. Student lounges and soft spaces will be included in the campus design, as well as state-of-the-art technology labs with current equipment. Rasmussen College students will learn on updated equipment in settings specifically designed for the students' program of choice. The College acquires the most current versions of software through educational-use licensing arrangements, including MSDNAA for Microsoft software.

The Rasmussen College Library offers approximately 1,400 print reference and subject matter texts at each site, as well as 20-30 print periodicals. Rasmussen owns 72 online databases composed of eBooks, eAudiobooks, serials, newspapers, audiovisual materials, and other resources. All Illinois campus libraries, once built and populated with materials, become members of OCLC, CARLI, and local library consortia. Electronic resources and print serials will also be purchased on a yearly basis. In addition, faculty and students have access to over 50 full-text databases. All databases will be available 24 hours a day, seven days a week, via Rasmussen College's secure portal. Serials will be selected by the librarian upon recommendation of the liaisons and faculty. Rasmussen College library staff, including the library liaison, generally must possess a Master's degree in Library Information Science (MLIS).

Faculty and Staff

Criterion 1030.60(a)(5) provides that the education, experience, and other qualifications of directors, administrators, supervisors and instructors shall ensure that the students will receive education consistent with the objectives of the program.

Faculty teaching positions for the programs will require a minimum of one degree higher than the degree program in which the faculty member is teaching and for the general education courses, a master's degree in the specific discipline of instruction. Additionally, faculty will hold any certifications or licensures required in their discipline.

Fiscal/Personnel Resources

Criterion 1030.60(a)(7) provides that fiscal and personnel resources shall be sufficient to permit the institution to meet obligations to continuing programs while assuming additional resource responsibilities for the new program.

The proposed programs are consistent with existing programs offered at Rasmussen College. The College has submitted fiscal plans indicating tuition revenue will exceed operating expenditures for the proposed degree programs.

Accreditation/Licensure

The proposed degree programs do not have specialized accreditation or licensure requirements.

Program Information

Criterion 1030.60(a)(6) provides that the information the institution provides for students and the public shall accurately describe the degree programs offered, program objectives, length of program, schedule of tuition, fees, and all other charges and expenses necessary for completion of the course of study, cancellation and refund policies, and such other material facts concerning the institution and the program or course of instruction as are likely to affect the decision of the student to enroll. This information, including any enrollment agreements or similar agreements, shall be available to prospective students prior to enrollment.

The College's catalog provides accurate information regarding the policies, admissions procedures, tuition, fees, and refund policies. The materials provided on the proposed programs are in keeping with the other programs offered by the College. The materials identify objectives, course requirements, and statements on accreditation and limitations on transferability of earned credits to other institutions.

Staff Conclusion. The staff concludes that Rasmussen College and its request for the certificate of approval and authorization to operate and its proposed degree programs meet the criteria in Sections 1030.30 and 1030.60 of the rules to implement The Private College Act (110 ILCS 1005) and The Academic Degree Act (110 ILCS 1010) and the Illinois Board of Higher Education policies pertaining to assessment and accreditation for licensure.

SOLEX College
350 East Dundee Road
Suite 200
Wheeling, Illinois 60090
President: Leon Linton

Proposed Program Title: Associate in Applied Science in eBusiness Management in the North Suburban Region

Projected Enrollments: SOLEX College projects enrollments of ten students in the first year rising to 70 students by the fifth year.

Institutional Accreditation: SOLEX College is accredited by the Accrediting Council for Independent Colleges and Schools (ACICS).

Background and History

SOLEX College (the College) is a private, for-profit, business and vocational school established in 1995 under the name SOLEX Computer Academy. It was authorized to operate through the Illinois State Board of Education (ISBE) Accountability Division, Private Business and Vocational Schools (PBVS) unit but evolved into a degree-granting institution, receiving Board approval in December 2007 to grant the Associate degree in Accounting and the institution was renamed SOLEX College. Board approval to grant an Associate degree in Physical Therapy Assistant was received in June 2010. The College received an initial grant of accreditation by ACICS in December 2009. SOLEX also has a campus in Wisconsin with the plan to launch a Bachelor of Arts and an MBA in International Business program before the end of 2012 pending Student Exchange and Visitor Program (SEVP) approval. The programs are approved by the State of Wisconsin Educational Approval Board.

The College is seeking approval to offer the Associate in Applied Science (A.A.S.) in eBusiness Management at its home campus in the North Suburban Region. The Fall 2010 enrollment was just over 1,000 students (990 students in less than one-year certificate programs and 22 students seeking associate's degrees).

Mission and Objectives

Criterion 1030.60(a)(2) provides that the objectives for the degree program must be consistent with what the degree program title(s) implies.

Criterion 1030.60(a)(3) provides that the requested degree program shall be congruent with the purpose, goals, objectives and mission of the institution.

The proposed program adheres to the mission of SOLEX College “to actively respond to labor market needs and increase medical and business program offerings in high-demand occupations for Illinois residents.” The proposed program is consistent with the purpose, goals, objectives, and mission of the College and its campuses, and the requested degree title is congruent with the program objectives and curriculum.

Curriculum/Assessment

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

Admission

Admissions requirements for associate degree programs at the College include graduation from high school or the equivalent and a minimum age of 18. In addition, applicants to associate degree programs must provide Scholastic Aptitude Test (SAT), American College Test (ACT), Test of English as a Foreign Language (TOEFL), or Wonderlic Scholastic Level Exam (SLE) scores at or above the minimum level set by the College.

Curriculum

The proposed A.A.S. in eBusiness Management program will prepare graduates to function as part of the management team of a company that engages in eBusiness activities. Students complete a course of undergraduate study comprising 63 semester credit hours. The curriculum includes traditional business, eBusiness management, and general education courses, focusing on developing students' analytical, collaborative, and decision-making skills. Students experience lecture courses as well as problem-based practicum courses during which students work on realistic situations encountered in modern eBusiness. Students take core courses and courses in economics, marketing, accounting, business communication, and business law.

Assessment of Student Learning

General education and professional program learning outcomes are clearly articulated and integrated into the College's overall Institutional Effectiveness Plan. Learning outcomes are conveyed in all syllabi. Student progress is continuously assessed by instructors. Students must achieve a 2.0 grade point average (GPA) in all core curriculum courses and must maintain a 2.0 GPA to graduate. Students who fail to achieve a 2.0 GPA in any core curriculum course must repeat the course in order to complete the program.

Program Assessment

SOLEX College uses a variety of assessment methods. The College has articulated educational and institutional objectives that are incorporated into the annual update to the Institutional Effectiveness Plan. Student learning outcomes are evaluated for individual courses and programs. Other data collection sources include retention and graduation rates, placement results, student satisfaction surveys, employer satisfaction surveys, graduate satisfaction surveys, faculty reviews, clinical educator feedback surveys, and advisory committee reports.

Facilities (space, equipment, instructional materials)

Criterion 1030.60(a)(5) provides that the institution shall have adequate and suitable space, equipment and instructional materials to provide education of suitable quality.

The facilities identified by the College are sufficient to support the proposed program, which will be taught at the College's main campus location in Wheeling, Illinois. The College is in full compliance with federal, state and village statutes, and laws for use as an educational facility. Proof of regular inspections is available upon request. The school is Wi-Fi accessible, with three computer labs (74 PC Stations) available to students for individual use as needed.

The College's library resources are sufficient to support the proposed program. The learning resource center at SOLEX College houses 2,004 volumes. SOLEX plans to continue to expand the number and variety of resources and has committed to an expansion of the learning resource center collection by 5 percent per year for the next three years. The College subscribes to ProQuest online library. Access to eLibrary, Research Library, Accounting, AB/Inform Complete and Nursing and Allied Health platforms was purchased. The ProQuest online library has 28,464 volumes on eCommerce, eManagement and eMarketing and in addition to textbooks includes most current trade and scholarly journals and specialized magazines. Additional to supplement its own resources, the College has entered into a corporate agreement with the Indian Trails Public Library District in Wheeling, whereby instructors and students are allowed to check

out materials from the main library simply by declaring their affiliation with the College. As a part of the agreement, library representatives periodically make themselves available to students to provide access to services, including the staffing of a designated area of the College to meet with students. Indian Trails Public Library District has an online catalog which can be used to request, reserve, and renew materials. Requests for library materials are generally fulfilled in less than 24 hours, and the library is within a close proximity of the College. Interlibrary loan requests are available.

Faculty and Staff

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

SOLEX College has policies in place to ensure academic professionals hired possess the training, credentials, and other related qualifications to provide adequate instruction at the College. The College adheres to a faculty credential hiring requirement of a minimum of a master's degree for general education courses and a minimum of a bachelor's degree for courses in the major.

Fiscal/Personnel Resources

Criterion 1030.60(a)(8) provides that fiscal and personnel resources shall be sufficient to permit the institution to meet obligations to continuing programs while assuming additional resource responsibilities for the new program.

The A.A.S. in eBusiness Management is consistent with existing programs offered at the College. SOLEX College has submitted fiscal plans indicating tuition revenue will exceed operating expenditures in the second year of operations for the proposed degree program.

Accreditation/Licensure

Neither specialized accreditation of the program or licensure of graduates is required.

Program Information

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

The College's catalog provides accurate information regarding the College's policies, admissions procedures, tuition, fees, and refund policies. The material provided on the proposed program is in keeping with the other programs offered by the College. The materials identify objectives, course requirements, and statements on accreditation and limitations on transferability of earned credits to other institutions.

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

Vatterott College
110 Commerce Lane
Fairview Heights, Illinois 62208
Chief Executive Officer: Pamela Bell

Seeking Operating Authority: Southwestern Region

Projected Enrollments: Vatterott College projects enrollments in degree programs of 176 students in the first year, rising to approximately 257 students by its fifth year.

Institutional Accreditation: Vatterott College – Fairview Heights campus is accredited by the Accrediting Commission of Career Schools and Colleges (ACCSC).

Background and History

Vatterott College (the College) was established in 1969 in St. Louis, Missouri. With over 30 years' experience and 25 campuses across the United States, the College prepares students to meet the market demand for technical employees. Originally named Urban Technical Centers, Inc., it has subsequently done business as both Vatterott & Sullivan Educational Center and Vatterott Educational Centers, Inc. The institution changed its name to Vatterott College in 1989 when associate degree (specialized) granting authority was issued by the Accrediting Commission of National Association of Trade and Technical Schools (NATTS).

The Vatterott College – Fairview Heights campus was initially approved as a branch campus of the Vatterott College – Omaha, Nebraska campus in October 2009 and began enrolling students that month. The College is seeking authorization to operate as a degree-granting postsecondary institution in the Southwestern Region.

Mission and Objectives

Criterion 1030.60(a)(2) provides that the objectives of the degree program must be consistent with what the degree program title implies.

Criterion 1030.60(a)(3) provides that the requested degree program shall be congruent with the purpose, goals, objectives, and mission of the institution.

The proposal is consistent with the College's mission "to provide graduates with quality, career training in high-demand fields". The programs are designed to provide the basic skills and understanding of common techniques and procedures required for employability. By considering both industry requirements and student needs, the College offers programs that fit into students' life-styles and allow them to achieve a better life.

Curriculum/Assessment

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

Admission

All applicants are required to complete a personal interview with an education coordinator. Parents and/or significant others are encouraged to attend. Applicants must have a minimum of a High School Diploma or General Education Diploma (GED). In addition, the following items must be completed at the time of registration: an application for admission, a completed enrollment agreement (if applicant is under 18 years of age, it must also be signed by parent or guardian), and a request for high school or GED transcript (and college transcripts, where applicable). Applicants with home school diplomas are required to present evidence to validate the credential. In the event the home school diploma cannot be verified by the state authority, the applicant is required to complete the GED and provide copy of transcript. Students may be granted provisional acceptance pending the receipt of an official high school or GED transcript. All transcripts will be verified by the campus registrar according to predetermined verification standards in place at all Vatterott campuses.

Curriculum

Once granted approval by the IBHE to operate in the Southwestern Region, the College plans to seek IBHE's authorization to offer the following Associate of Applied Science programs: Alcohol Abuse Counseling, Graphic Art and Design, Heating, Air Conditioning and Refrigeration Technology, Medical Assistant with Office Management, Pharmacy Technician, and Veterinary Technician. The College is aware that its degree programs must be approved in the Southwestern Region one year prior to degrees being awarded in the region.

Assessment of Student Learning

The College has established policies for assessment of student learning outcomes. Instructors play the most important role in the objective evaluation of student progress and achievement. Instructors can take into account the amount of student participation in day-to-day classroom lectures when calculating overall grades. Instructor observations in the laboratory setting determine how well the student has grasped the theory and practical applications of the material. In addition, instructors are the first to monitor trends in student attendance and are able to determine when a specific student's attendance pattern could be detrimental to their training. At any time during the training cycle, instructors can bring any perceived student deficiencies to the attention of the Program Director or Director of Education in order for a plan of action to be developed to improve the student's progress and achievement.

Program Assessment

The College has established policies for its program assessment and review. To ensure student learning outcomes reflect the necessary occupational and academic knowledge, skills and competencies, the College holds two to four meetings per year with the Program Advisory Committee (PAC). These PAC members are professionals in the field who are currently working and hiring employees in that field. Their feedback for program objectives is reviewed and commented upon at the institutional level. A curriculum committee then reviews each program to ensure student learning outcomes reflect the necessary occupational and academic knowledge, skills, and competencies for each course.

Facilities (space, equipment, instructional materials)

Criterion 1030.60(a)(5) provides that the institution shall have adequate and suitable space, equipment and instructional materials to provide education of suitable quality.

The facilities at 110 Commerce Lane, Fairview Heights, Illinois, occupy 47,000 square feet in a one-story building that houses labs and classrooms, having just completed a 22,000 square feet addition to house the planned degree approved programs. In addition, the main offices, admissions department, financial aid offices, and career services offices can be found at this location. The expanded space includes space for the proposed degree areas for the College. The facility is in compliance with all applicable laws and has procured the proper licensing. All classrooms will have a computer, projector and whiteboard for faculty to use in presenting course material. The specific technology, equipment, and instructional materials will depend on each program. Currently, the Learning Resource Center at the College houses over 450 library books, DVDs, and other materials for student usage. These library resources will be expanded to accommodate the new programs added at the campus. In addition, students have access to an electronic library system to support the programs and students of the institution. The electronic library system provides online reference databases accessible 24 hours a day via the Internet. The virtual library provides the student access to textbooks, periodicals, white papers, research journals, electronic resources, and resource materials that the students will use to complete their area of study. The Learning Resource System (LRS) includes all materials and equipment necessary to support a student's educational experience and enhance the school's educational programs. This system includes libraries, texts, electronic resources, learning resource laboratories and centers, library consortia and interlibrary loan agreements, computers, Internet accessible research databases, and other similar resources and equipment. Moreover, all necessary resources are readily available to each and every student attending this school during class periods as well as outside regularly scheduled class times. The LRS contains the necessary materials, in sufficient quantity and scope, to adequately support the level of education and training provided in each diploma and degree program offered on this campus.

Faculty and Staff

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

The College has policies in place to ensure academic professionals hired possess the training, credentials, and other related qualifications, in order to provide instruction at the College. The College plans to follow the policy that faculty engaged in providing technical and career coursework at the associate degree level shall possess, at a minimum, a bachelor's degree in the field of instruction; provided, however, that in instances where after reasonable effort the College is unable to identify and retain faculty satisfying this requirement, the College may employ faculty to provide technical or career coursework at the associate degree level who possess training in the occupational field that is equivalent to a bachelor's degree in the field of instruction. What constitutes equivalent training will be determined on a case-by-case basis, and will be informed by any applicable guidance received from the Illinois Board of Higher Education and the College's accrediting agency, the Accrediting Commission for Career Colleges and Schools. In all instances where practitioners in the occupational field typically hold a recognized industry certification, any faculty hired on the basis of equivalent training must possess such certification in addition to an associate degree and a minimum of three years experience practicing in the field. In all instances involving a determination to hire a faculty

member based on equivalent training, the College shall retain on-site documentation substantiating its determination, which shall be available for review by its regulators.

Fiscal/Personnel Resources

Criterion 1030.60(a)(8) provides that fiscal and personnel resources shall be sufficient to permit the institution to meet obligations to continuing programs while assuming additional resource responsibilities for the new program.

Financial projections indicated that the College will have revenues exceeding expenditures beginning in the first year. Enrollment and the number of courses offered are directly related to the amount of expenditures needed to appropriately operate the school. The Fairview Heights campus will have the same financial support that all locations and programs have received over the years. Budgeting for the new location will remain student driven.

Accreditation/Licensure

Vatterott College – Fairview Heights campus is accredited by the Accrediting Commission of Career Schools and Colleges (ACCSC). Each Vatterott College location is accredited separately and the Fairview Heights location received renewal of their accreditation for a five-year period this past October 2011.

Program Information

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

The College's catalog provides clear and accurate information regarding the College's policies, admissions procedures, tuition, fees, and refund policies. The materials identify objectives, course requirements, and statements on accreditation and limitations on transferability of earned credits to other institutions.

Staff Conclusion. The staff concludes that Vatterott College and its request for the certificate of approval and authorization to operate meet the criteria in Sections 1030.30 and 1030.60 of the rules to implement The Private College Act (110 ILCS 1005) and The Academic Degree Act (110 ILCS 1010) and the Illinois Board of Higher Education policies pertaining to assessment and accreditation for licensure.

The staff recommends adoption of the following resolutions:

The Illinois Board of Higher Education hereby grants to Cornell College the Certificate of Approval and Authorization to Operate 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 Argosy University – Chicago Campus Authorization to Grant the Master of Science in HR Management, the Master of Science in Non-Profit Management, the Master of Science in Organizational Leadership, and the Master of Science in Service Sector Management in the Chicago Region subject to the institution's implementation and maintenance of the conditions that were presented in its applications and that form the basis upon which these authorizations are granted.

The Illinois Board of Higher Education hereby grants to Argosy University – Schaumburg Campus Authorization to Grant the Master of Science in HR Management, the Master of Science in Non-Profit Management, the Master of Science in Organizational Leadership, and the Master of Science in Service Sector Management in the North Suburban 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 these authorizations are granted.

The Illinois Board of Higher Education hereby grants to Rasmussen College the Authorization to Grant the Associate of Applied Science in Business Systems Analysis, the Associate of Applied Science in Business Technology Management, the Associate of Applied Science in Finance, the Associate of Applied Science in Fire Science, the Associate of Applied Science in Human Resources and Organizational Leadership, the Associate of Applied Science in International Business, the Associate of Applied Science in Marketing, the Associate of Applied Science in Software Application Development, the Bachelor of Science in Business Systems Analysis, the Bachelor of Science in Business Technology Management, the Bachelor of Science in Computer Science, the Bachelor of Science in Cyber Security, the Bachelor of Science in Finance, the Bachelor of Science in Human Resources and Organizational Leadership, the Bachelor of Science in Information Technology Management, the Bachelor of Science in International Business, and the Bachelor of Science in Marketing in the Fox Valley and South Metro Regions subject to the institution's implementation and maintenance of the conditions that were presented in its applications and that form the basis upon which these authorizations are granted.

The Illinois Board of Higher Education hereby grants to SOLEX College Authorization to Grant the Associate in Applied Science in eBusiness Management in the North Suburban Region subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

The Illinois Board of Higher Education hereby grants to Vatterott College the Certificate of Approval and Authorization to Operate in the Southwestern 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.